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ABSTRACT

This report provided a basic demographic profile of 1999-2000 bachelor's degree recipients and examines the institutional paths they took to complete the baccalaureate. It also describes the amount of time it took them to do so, assessed from both the time they completed high school and the time they entered postsecondary education. Estimates of time to degree are also compared with those for 1992-93 bachelor's degree recipients. A table compendium provides more detailed information about the demographic characteristics, undergraduate experiences, and current activities of these college graduates as of 2001. (AMT)

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With an Analysis of Time to Degree

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A Descriptive Summary of 1999–2000 Bachelor's Degree Recipients 1 Year Later

With an Analysis of Time to Degree

Statistical Analysis Report

August 2003

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Executive Summary

The number of bachelor's degrees awarded annually has increased over the past few decades, reaching 1.2 million in 1999–2000 (U.S. Department of Education 2002).[1] In addition, the length of time students took to complete a bachelor's degree after high school completion increased from the 1970s to the early 1990s (McCormick and Horn 1996; Tinto 1993). Did this trend in the time between high school and bachelor's degree completion continue throughout the 1990s? The 2000/01 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01), which surveys a nationally representative sample of undergraduates who completed a bachelor's degree between July 1, 1999, and June 30, 2000, affords the opportunity to address this question.

This report provides a basic demographic profile of 1999–2000 bachelor's degree recipients and examines the institutional paths they took to complete the baccalaureate. It also describes the amount of time it took them to do so, assessed from both the time they completed high school and the time they entered postsecondary education. Estimates of time to degree are also compared with those for 1992–93 bachelor's degree recipients. A table compendium provides more detailed information about the demographic characteristics, undergraduate experiences, and current activities of these college graduates as of 2001.

Profile of 1999–2000 Bachelor's Degree Recipients

The percentage of bachelor's degrees awarded to women increased steadily from the mid-1980s (U.S. Department of Education 2001). A majority of 1999–2000 college graduates were women (57 percent). The bachelor's degree recipients came from diverse racial/ethnic backgrounds. About three-quarters (74 percent) were White; 8 percent were Black or African American; 9 percent were Hispanic or Latino; and 6 percent were Asian. One percent or fewer were Native Hawaiian or other Pacific Islander, American Indian or Alaska Native, some other race, or more than one race.

About half (49 percent) of the students who completed a bachelor's degree in 1999–2000 did so by age 22. However, 9 percent were ages 30–39 during their last year of college, and 7 percent were age 40 or older.

Among 1999–2000 college graduates, 28 percent had parents who did not attend college, including 4 percent whose parents did not complete high school and 24 percent whose parents completed high school but did not attend college. In addition, one-quarter (25 percent) had at least one parent who completed a bachelor's degree, 16 percent had a parent with a master's degree, and 11 percent had a parent with a doctoral or professional degree.

[1]This number includes multiple degrees awarded to the same students.

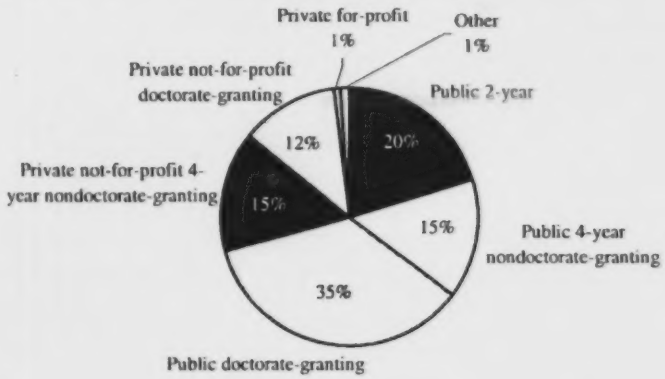
The Institutional Path to a Bachelor's Degree

The undergraduate enrollment path that students follow is an important precursor to examine when investigating time to degree. Many factors influence students' first entry into postsecondary education, and some students do not expect or plan to complete a bachelor's degree when they first attend college (Berkner, He, and Forrest Cataldi 2002). Students who begin at certain types of institutions, such as community colleges, have to transfer to complete the bachelor's degree; as a result, their path to completion may take longer. This section and subsequent sections of the report are restricted to first-time bachelor's degree recipients—those who had not already completed a bachelor's degree before earning one in 1999–2000.

Among 1999–2000 first-time bachelor's degree recipients, one-half began postsecondary enrollment at public 4-year institutions: 15 percent at nondoctorate-granting institutions, and 35 percent at doctorate-granting institutions (figure A). An additional one-fifth (20 percent) began at public 2-year colleges. Fifteen percent began college at private not-for-profit 4-year nondoctorate-granting institutions, and 12 percent at private not-for-profit doctorate-granting institutions. Relatively few students began at private for-profit institutions or other institutions (1 percent each).

College graduates whose parents had more education were more likely than those whose parents had less education to have begun at private not-for-profit 4-year institutions. On the other hand, parents' educational attainment was inversely related to the likelihood of beginning at a public 2-year institution or a private for-profit institution. In addition, younger students were more likely than older students to have first enrolled at public or private not-for-profit doctorate-granting 4-year institutions and were less likely to have begun at public 2-year institutions.

Figure A. Percentage distribution of 1999–2000 first-time bachelor's degree recipients according to first institution type



NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

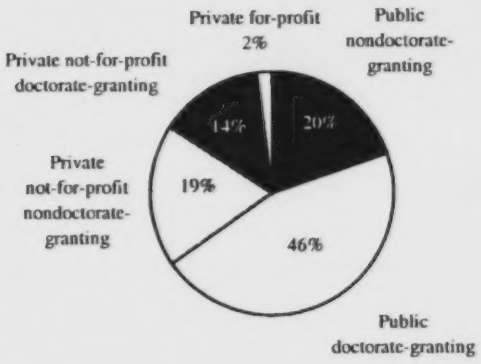
The majority of bachelor's degree recipients in 1999–2000 completed the degree at public institutions (figure B). Overall, 65 percent graduated from public institutions, and one-third (33 percent) graduated from private not-for-profit institutions. The remainder, 1.5 percent, received a bachelor's degree from private for-profit institutions. A larger proportion completed a degree at public doctorate-granting institutions than at public nondoctorate-granting institutions, but the reverse was true among graduates of private not-for-profit institutions.

Time to Degree

Some students' paths to the bachelor's degree involved more stops along the way than those of other students. Forty-one percent of first-time bachelor's degree recipients in 1999–2000 reported having enrolled in only one undergraduate institution. An additional 35 percent of all graduates attended two institutions, 16 percent attended three institutions, and 8 percent attended at least four institutions during their undergraduate years. About one-fifth of 1999–2000 first-time bachelor's degree recipients had obtained a certificate or an associate's degree prior to completing the bachelor's degree (2 percent had a certificate, and 17 percent had an associate's degree). In addition, many students took at least 4 months off from postsecondary enrollment before completing the degree. While a majority (64 percent) of 1999–2000 first-time bachelor's degree recipients did not stop out, 11 percent took off 4–11 months, 6 percent took off 12–23 months, 4 percent took off 24–35 months, and 16 percent interrupted their enrollment for at least 36 months.

Most students who decide to enroll in college do so within 1 year of completing high school (U.S. Department of Education 2001). For those who delay entering college, however, the time to bachelor's degree completion might be reflected more accurately in the time between entering postsecondary education and completing a bachelor's degree. This report examined three time periods: the time between high school

Figure B. Percentage distribution of 1999–2000 first-time bachelor's degree recipients according to degree-granting institution type



NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

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completion and postsecondary entry, the time between high school completion and bachelor's degree completion, and the time between postsecondary entry and bachelor's degree completion.

A majority (83 percent) of first-time bachelor's degree recipients in 1999–2000 enrolled in college less than 1 year after they had completed high school.[2] Six percent took 1–2 years to enroll in college, and another 5 percent took 2–5 years to do so. Another 6 percent did not enroll in postsecondary education until at least 5 years after they had completed high school. Compared with 1992–93 bachelor's degree recipients, 1999–2000 college graduates were less likely to enroll in college within 1 year of finishing high school (83 vs. 90 percent).

When considering the total time that elapsed between completing high school and finishing the bachelor's degree, one-third (33 percent) of first-time bachelor's degree recipients in 1999–2000 completed a bachelor's degree within 4 years of their high school graduation.[3] Another 23 percent took 4–5 years, 11 percent took 5–6 years, and 15 percent took 6–10 years to do so. About one-fifth (19 percent) took even longer after high school to finish college.

Taking into account the delayed entry of many students and examining only the time between postsecondary entry and bachelor's degree completion, about two-fifths (39 percent) of 1999–2000 first-time bachelor's degree recipients took 4 years or less to complete a bachelor's degree, and 72 percent finished in 6 years or less (figure C).[4] Fourteen percent took more than 10 years to do so. However, compared with 1992–93 bachelor's degree completers, the 1999–2000 cohort was more likely to complete the degree in 4 years or less (39 vs. 35 percent) and less likely to take 4–5 years between postsecondary entry and graduation (24 vs. 28 percent).

A final component of the analysis was restricted to first-time bachelor's degree recipients who had not interrupted their postsecondary enrollment longer than 6 months. The average time between postsecondary entry and bachelor's degree completion for these graduates was 4 years and 7 months (55 months),[5] and it was longer for graduates of public institutions (57 months) than for graduates of private not-for-profit institutions (51 months).

A number of other factors were related to the average amount of time between postsecondary entry and degree completion. Parents' educational attainment was inversely related to students' time to degree: as parents' education increased, students' average time to complete a degree decreased. In addition, there was an inverse relationship between students' cumulative grade-point average and the time it took them to finish a degree. This relationship was found both overall and for graduates of public institutions, but no difference was detected for graduates of private not-for-profit institutions. Delaying enrollment in

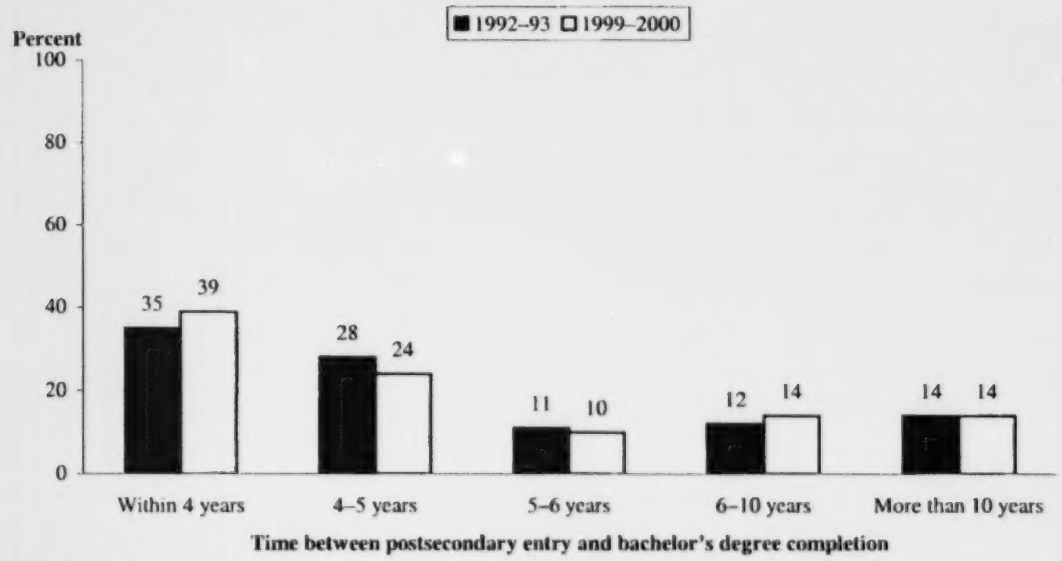
[2]For ease of reading, "less than 1 year" refers to postsecondary enrollment in 11 months or less; "1–2 years" refers to enrollment in 12–23 months; "2–5 years" refers to enrollment in 24–59 months; and "at least 5 years" refers to enrollment in 60 months or more after high school completion.

[3]"Within 4 years" refers to completion of the bachelor's degree in 48 months or less after high school completion; "4–5 years" refers to 49–60 months; "5–6 years" refers to 61–72 months; and "6–10 years" refers to 73–120 months.

[4]The phrase "4 years or less" refers to completion of the bachelor's degree in 48 months or less from postsecondary entry; "4–5 years" refers to completion in 49–60 months; "up to 6 years" or "6 years or less" refers to completion in 72 months or less; and "more than 10 years" refers to completion in more than 120 months.

[5]The mean for all 1999–2000 bachelor's degree recipients was 6 years and 9 months (81 months), with a median of 4 years and 7 months (55 months).

Figure C. Percentage distribution of 1992–93 and 1999–2000 first-time bachelor's degree recipients according to time between postsecondary entry and bachelor's degree completion



NOTE: "Within 4 years" refers to 48 months or less between postsecondary entry and bachelor's degree completion; "4–5 years" refers to 49–60 months; "5–6 years" refers to 61–72 months; "6–10 years" refers to 73–120 months; and "more than 10 years" refers to more than 120 months after postsecondary entry. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

postsecondary education after completing high school was also associated with the time it took students to complete a bachelor's degree once they enrolled: students who delayed entry took longer to complete a degree once enrolled. Finally, those who enrolled in more institutions took longer to complete a degree, even when graduates who had extended enrollment interruptions between institutions were excluded. For example, graduates who attended only one institution completed the degree in an average of 4 years and 3 months (51 months), while those who attended two institutions took about 8 months longer, on average (59 months).

Postbaccalaureate Activities

The table compendium of this report provides information about many other aspects of the lives of 1999–2000 graduates after college. Many graduates had families and independent households by spring of 2001. While about two-thirds (66 percent) had never been married, 30 percent were married as of 2001. In addition, 9 percent had one child, and another 10 percent had two or more children. Approximately one-quarter (24 percent) owned their own homes, and 16 percent were living with their parents. Most graduates (69 percent) resided in the same state where they had received a bachelor's degree. While 57 percent lived less than 50 miles from the

high schools they had attended, 15 percent lived 500 miles or more away.

A majority (87 percent) of 1999–2000 bachelor's degree recipients were working in 2001: about three-quarters (77 percent) were working full time and another 11 percent were working part time. Five percent were unemployed. Among those who were employed, business and education were the most common occupations: one-quarter (25 percent) worked in business and management, while 18 percent were educators (including K–12 teachers and other instructors). Overall, graduates earned, on average, $33,100, with a median annual salary of $29,800. A majority (71 percent) of those who were employed considered their current job to be the start of their career. Twenty-two percent of graduates had an occupational license, and 11 percent had a professional certification.

Some 1999–2000 graduates carried debt burden from their undergraduate education. Sixty-two percent of graduates had borrowed to help pay for their undergraduate education. Among these, the average amount borrowed was $17,800, of which an average of $15,100 was still owed as of 2001.

About one-fifth (22 percent) of all bachelor's degree recipients had enrolled in a graduate or advanced degree program since completing the bachelor's degree. As of 2001, 14 percent were currently enrolled full time in some kind of degree or certificate program, including both undergraduate and graduate programs. Of those who had enrolled in graduate school, 74 percent were enrolled in a master's degree program. One-half (50 percent) of 1999–2000 college graduates had not yet applied to graduate school but planned to attend in the future.

Beyond employment and enrollment, 1999–2000 bachelor's degree recipients were also active members of their communities. Forty-three percent reported doing community service in the year since completing college, with 8 percent reporting tutoring or educational work with kids, and 11 percent reporting other volunteering with kids.

Foreword

This report profiles students who received a bachelor's degree from U.S. postsecondary institutions in academic year 1999–2000. It is based on data from the 2000/01 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01), a spring 2001 follow-up of bachelor's degree recipients from the 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000). This is the second Baccalaureate and Beyond cohort that has been surveyed by the National Center for Education Statistics, U.S. Department of Education. The first study examined 1992–93 bachelor's degree recipients from the 1992–93 NPSAS, with follow-ups in 1994 and 1997. A third follow-up for that cohort began in spring 2003.

The report begins by analyzing the basic demographic characteristics of 1999–2000 bachelor's degree recipients and examining the time these college graduates took to complete a bachelor's degree. In particular, it explores the relationship of institution type, attendance at multiple institutions, and stopping out during undergraduate education to the overall time between postsecondary entry and degree completion. It also examines whether the time to degree has changed since the 1992–93 cohort of college graduates. The essay is followed by a compendium of tables that provides a comprehensive overview of the demographic and family characteristics, undergraduate experiences, employment and community service, and graduate enrollment experiences of 1999–2000 bachelor's degree recipients.

The estimates presented in the report were produced using the NCES Data Analysis System (DAS), a microcomputer application that allows users to specify and generate tables for the B&B:2000/01 study. The DAS produces the design-adjusted standard errors necessary for testing the statistical significance of differences in the estimates. For more information about the DAS, readers should consult appendix B of this report.

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Introduction

The number of bachelor's degrees awarded annually has increased over the past three decades, climbing from nearly 800,000 in 1969–70 to over 1.2 million in 1999–2000[1] (U.S. Department of Education 2002). As of the early 1990s, the average number of years between high school graduation and completion of a bachelor's degree had been increasing (Tinto 1993). For example, the percentage of bachelor's degree completers graduating within 4 years after high school declined from 45 percent to 31 percent between 1977 and 1990 (McCormick and Horn 1996; U.S. Department of Education 1993). At the same time, the percentage of students taking more than 6 years after high school graduation to complete a bachelor's degree increased from 25 percent to 32 percent (McCormick and Horn 1996; U.S. Department of Education 1993).

Time required to complete a bachelor's degree continues to be of particular interest to students, parents, policymakers, and administrators. McCormick and Horn (1996) suggested several costs associated with extending the time to complete a bachelor's degree. Costs for individuals may involve paying additional tuition or giving up earnings while enrolled. Institutions may incur greater support or other costs for students who complete a bachelor's degree in more than 4 years than for students who complete the degree within 4 years. Finally, society may also face costs due to the longer period needed to obtain returns on the investment of public funds in undergraduate education. This report investigates the time to degree completion for bachelor's degree recipients in 1999–2000.

Purpose and Organization of Report

Using data from the 2000/01 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01), this report updates the information on time to degree completion described by McCormick and Horn (1996) for 1992–93 bachelor's degree recipients. The report begins with a brief profile of the demographic and academic characteristics of 1999–2000 bachelor's degree recipients. Next, it describes the types of institutions in which this cohort began and completed their undergraduate education. The final section analyzes the amount of time that 1999–2000 college graduates[2] took to complete the bachelor's degree and compares their results with those

[1]This figure includes multiple degrees awarded to the same students.

[2]For ease of presentation, the terms "bachelor's degree recipients" and "college graduates" are used interchangeably in this report.

of 1992–93 graduates to determine whether the time to degree has increased during the 1990s. The analytic portion of the publication is followed by a detailed compendium of tables and bulleted findings divided into four sections:

- Demographic and family characteristics;
- Undergraduate experiences;
- Employment and community service; and
- Debt burden and graduate enrollment.

Data

The estimates and statistics reported in the tables and figures of this report are based on data from the 2000/01 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01), a spring 2001 follow-up of bachelor's degree recipients from the 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000). The B&B:2000/01 data provide a comprehensive picture of the 1999–2000 cohort of college graduates, including degree recipients who have been enrolled sporadically over their lives as well as those who entered college right after completing high school. The data set contains comprehensive data on enrollment, attendance, and student demographic characteristics and provides a unique opportunity to understand the immediate transitions of college graduates into work, graduate school, or other endeavors.

The B&B:2000/01 data contain all the components of the NPSAS:2000 data (including institutional data, financial aid records, national loan files, and student interviews), as well as additional information from a second student interview conducted in 2001. Variables presented throughout the report are defined in the glossary (appendix A). Most of these variables are from the 2001 follow-up student interview, in which about 10,000 students who received a bachelor's degree in the 1999–2000 academic year were interviewed. For more information about the data, consult the methodology report for the B&B:2000/01 study (U.S. Department of Education 2003).

A Profile of 1999–2000 College Graduates

In order to put time to degree into context, this profile of 1999–2000 bachelor's degree recipients focuses first on their demographic and academic characteristics as well as the relationships among these characteristics. Demographic characteristics include gender, race/ethnicity, age at degree completion, and parents' educational attainment. Academic characteristics include undergraduate major and grade-point average (GPA).

Demographic Characteristics

The proportion of bachelor's degrees awarded to women has increased steadily since the mid-1980s (U.S. Department of Education 2001). A majority of 1999–2000 college graduates were women (57 percent; table 1). In particular, there were more women than men among the youngest graduates (age 22 or younger) and among the oldest graduates (age 30 or older). A larger proportion of Black graduates than White or Asian graduates were female (65 vs. 56 and 54 percent, respectively; figure 1).[3]

About three-quarters (74 percent) of college graduates were White; 8 percent were Black or African American; 9 percent were Hispanic or Latino; and 6 percent were Asian (table 1). One percent or fewer were Native Hawaiian or other Pacific Islander, American Indian or Alaska Native, some other race, or more than one race. A larger percentage of men than women were White (75 vs. 72 percent) and a smaller percentage were Black (6 vs. 9 percent). Also, graduates age 22 or younger were generally more likely than older graduates to be White and generally less likely to be Black.

Many bachelor's degree recipients are still of traditional college age. About half (49 percent) of the students who completed a bachelor's degree in 1999–2000 did so by age 22 (table 2 and figure 2). However, 9 percent were age 30–39 during their last year of college, and 7 percent were age 40 or older. Parents' educational attainment was related to the age at which

[3]Respondents were asked to identify whether they were of Hispanic or Latino ethnicity, and also to identify one or more racial groups to which they belonged. Those who indicated that they were Hispanic or Latino are grouped together for this report, regardless of the racial group(s) they also selected. Other groups (such as Asians and Whites) refer only to those who selected that racial group and did not also report that they were of Hispanic or Latino origin. For brevity, however, "White" is used to refer to White, non-Hispanics; "Black" for Black, non-Hispanics; and so forth.

Table 1. Percentage distribution of 1999–2000 bachelor's degree recipients according to gender and race/ethnicity, by age and gender

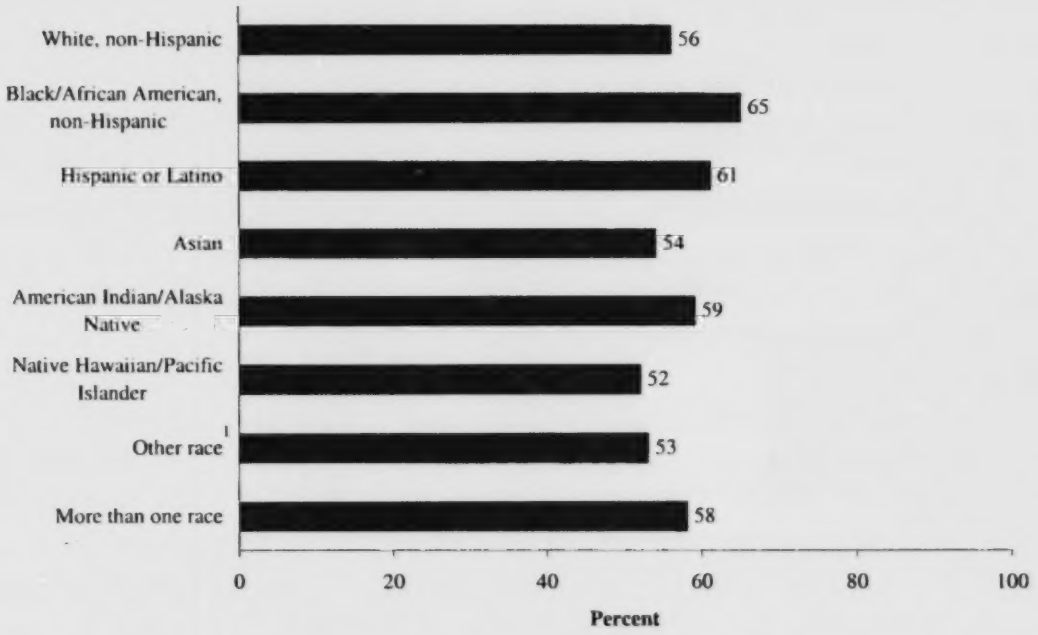
Student demographic characteristics	Gender		Race/ethnicity							
	Male	Female	White, non-Hispanic	Black/ African American, non-Hispanic	Hispanic or Latino	Asian	American Indian/ Alaskan Native	Native Hawaiian/ Pacific Islander	Other race[1]	More than one race
Total	42.6	57.4	73.7	8.0	8.6	5.8	0.6	0.7	1.4	1.4
Age as of 12/31/99										
22 or younger	39.7	60.3	78.0	5.9	6.7	5.8	0.2	0.4	1.4	1.6
23–24	51.7	48.3	70.7	9.2	9.8	6.4	0.9	0.7	1.1	1.3
25–29	45.7	54.3	65.3	7.5	13.6	8.5	0.8	1.3	2.0	1.1
30–39	41.5	58.5	71.2	11.9	7.9	3.6	1.1	1.2	1.7	1.3
40 or older	33.2	66.8	72.2	14.4	9.3	1.4	0.9	0.2	0.6	1.1
Gender										
Male	100.0	0.0	75.3	6.5	7.8	6.2	0.6	0.7	1.5	1.4
Female	0.0	100.0	72.5	9.1	9.1	5.5	0.6	0.6	1.3	1.4

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Estimates based on B&B:2000/01 will differ from IPEDS data on bachelor's degree recipients for the 1999–2000 year because B&B:2000/01 is based on a sample of students who self-reported their race, while IPEDS data are collected from a census of institutions, which report race from institution records. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Figure 1. Percentage of 1999–2000 bachelor's degree recipients who were female, by race/ethnicity



[1]Respondents identified themselves as belonging to another race. See the glossary for details.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

graduates completed a bachelor's degree. In general, the higher the parents' education, the more likely graduates were to be 22 or younger and the less likely they were to be 40 or older.

Many aspects of education are associated with parental educational attainment (Choy 2001; Warburton, Bugarin, and Nuñez 2001). Among 1999–2000 college graduates, 28 percent had parents who did not attend college: 4 percent had parents who did not complete high school, and 24 percent had parents who completed high school but did not attend college (table 3 and figure 2). In addition, one-quarter (25 percent) had at least one parent who completed a bachelor's degree, 16 percent had a parent with a master's degree, and 11 percent had a parent with a doctoral or professional degree.[4]

[4]Information about the income or socioeconomic status of the family of origin was not available for a period prior to the final year of college in this study; given the range of ages and life stages of graduates, income or socioeconomic status in the graduation year is not very useful as an indicator of their background. Although it is a somewhat different measure of background, parents' education is less likely to have changed significantly.

Table 2. Percentage distribution of 1999–2000 bachelor's degree recipients according to age at bachelor's degree completion, by gender, race/ethnicity, and parents' educational attainment

Student demographic characteristics	Age at bachelor's degree completion				
	22 or younger	23–24	25–29	30–39	40 or older
Total	49.2	20.2	14.0	9.2	7.5
Gender					
Male	45.8	24.5	15.0	8.9	5.8
Female	51.7	17.0	13.3	9.4	8.7
Race/ethnicity					
White, non-Hispanic	52.1	19.4	12.4	8.9	7.3
Black/African American, non-Hispanic	36.4	23.3	13.1	13.8	13.5
Hispanic or Latino	38.2	23.1	22.2	8.4	8.1
Asian	49.5	22.3	20.6	5.8	1.8
American Indian/Alaska Native	19.4	31.6	19.1	18.0	11.9
Native Hawaiian/Pacific Islander	32.6	20.5	27.6	17.1	2.2
Other race[1]	49.7	15.5	20.1	11.4	3.3
More than one race	56.8	18.1	11.1	8.4	5.6
Parents' educational attainment					
Less than high school	17.0	15.3	18.5	17.3	31.9
High school or equivalency	34.0	21.3	16.5	14.5	13.8
Some postsecondary education	50.6	19.7	13.5	10.2	6.1
Bachelor's degree	58.8	19.5	12.4	6.2	3.2
Master's degree or equivalent	63.6	19.5	9.9	4.9	2.1
Doctoral/professional degree	73.2	13.5	8.0	3.2	2.2

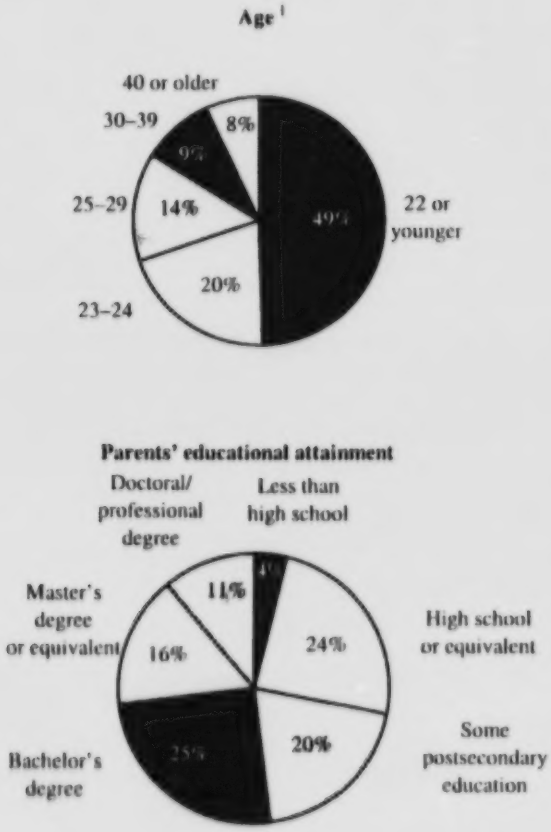
[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

A larger proportion of men than women had a parent who completed a master's or doctoral/professional degree. Hispanic graduates were more likely than White, Black, or Asian graduates to have parents who did not complete high school (18 percent vs. 2, 10, and 5 percent, respectively). White and Asian graduates were generally more likely than Black and Hispanic graduates to have a parent who completed an advanced degree. Age was related to parents' educational attainment: older graduates were more likely than younger graduates to have parents with no education beyond high school, and they were less likely to have parents who completed a bachelor's degree or more.

Figure 2. Percentage distribution of 1999–2000 bachelor's degree recipients according to age and parents' educational attainment



[1]Refers to age as of 12/31/99.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Academic Characteristics

The academic characteristics of college graduates are of interest because they describe a pool of potential entrants into the labor force. Research shows that among full-time workers who did not enroll in graduate school, college graduates who majored in applied fields such as engineering, business, computer science, nursing, and other health fields earn higher than average

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Table 3. Percentage distribution of 1999–2000 bachelor's degree recipients according to parents' educational attainment, by age, gender, and race/ethnicity

Student demographic characteristics	Parents' educational attainment					
	Less than high school	High school or equivalency	Some post-secondary education	Bachelor's degree	Master's degree or equivalent	Doctoral/ professional degree
Total	4.3	24.1	19.8	24.5	16.4	10.9
Age as of 12/31/99						
22 or younger	1.4	15.8	19.4	27.9	20.1	15.4
23–24	3.5	26.9	20.4	24.9	16.7	7.6
25–29	6.2	30.6	20.6	23.5	12.5	6.7
30–39	8.4	39.2	22.6	17.0	8.9	3.9
40 or older	19.0	45.7	16.6	10.7	4.8	3.2
Gender						
Male	3.5	22.9	18.0	25.4	17.9	12.2
Female	4.9	25.0	21.2	23.9	15.2	9.8
Race/ethnicity						
White, non-Hispanic	2.1	22.6	20.4	25.4	17.9	11.6
Black/African American, non-Hispanic	9.9	32.6	23.5	20.4	10.4	3.2
Hispanic or Latino	18.2	32.7	18.1	16.0	7.8	7.1
Asian	5.5	23.0	10.2	29.8	14.9	16.7
American Indian/Alaska Native	4.3	31.3	7.0	20.4	27.3	9.7
Native Hawaiian/Pacific Islander	2.9	26.8	14.1	38.9	6.1	11.2
Other race[1]	4.8	18.4	18.4	27.3	22.0	9.1
More than one race	6.3	13.4	24.1	22.6	19.7	13.9

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

salaries (Horn and Zahn 2001). Graduates who majored in applied fields are also very likely to work in jobs related to their majors.

What professions were the 1999–2000 college graduates prepared for? Business was more popular than almost any other undergraduate major among 1999–2000 bachelor's degree recipients, with about one-fifth (21 percent) choosing this major (table 4). Almost one-fifth (18 percent) of college graduates had majored in the social sciences. Sixteen percent of the cohort had majored in the humanities, and 9 percent or fewer graduates had completed other majors. Gender differences in undergraduate major were consistent with historical patterns (U.S. Department of Education 2001): men were more likely than women to have majored in business, engineering, physical sciences, computer and information science, and vocational/technical

Table 4. Percentage distribution of 1999–2000 bachelor's degree recipients according to undergraduate major, by student demographic and academic characteristics

Student demographic and academic characteristics	Undergraduate major											
	Business and management	Education	Engineering	Health	Vocational/ technical	Other technical/ professional	Social/ behavioral sciences	Humanities	Life sciences	Physical sciences	Mathematics	Computer/ information science
Total	21.1	8.9	5.8	7.9	2.4	7.6	18.3	16.5	6.0	1.7	1.0	2.9
Gender												
Male	25.3	4.9	11.4	4.4	3.4	6.9	15.4	14.3	6.2	2.1	0.9	4.8
Female	17.9	11.8	1.7	10.5	1.6	8.1	20.5	18.0	5.8	1.4	1.0	1.6
Race/ethnicity												
White, non-Hispanic	21.1	9.7	5.5	8.2	2.4	7.9	17.1	17.1	5.8	1.7	1.1	2.4
Black/African American, non-Hispanic	22.8	8.9	4.0	9.2	4.4	7.8	22.0	11.2	5.5	1.1	0.2	3.0
Hispanic or Latino	19.0	9.2	5.7	5.8	2.0	6.3	22.4	19.7	4.7	0.8	0.3	4.1
Asian	23.8	0.9	12.5	5.9	0.6	4.7	16.1	13.8	8.9	2.3	1.8	8.8
American Indian/Alaska Native	10.8	8.7	8.5	5.3	0.7	8.1	30.2	9.8	8.9	2.5	1.1	5.4
Native Hawaiian/Pacific Islander	15.9	1.2	1.4	15.5	0.5	10.5	27.8	16.6	8.6	#	#	2.0
Other race[1]	16.2	1.3	6.9	7.8	#	6.5	26.3	15.7	12.3	2.8	#	4.4
More than one race	23.9	3.7	5.3	7.5	2.0	8.9	28.1	9.4	4.6	4.7	0.5	1.4
Parents' educational attainment												
High school or less	24.1	11.0	5.7	9.7	2.8	5.6	17.9	14.0	4.1	1.0	0.7	3.4
Some postsecondary education	19.6	10.1	4.7	8.9	3.3	7.1	19.6	16.6	5.2	1.6	0.6	2.7
Bachelor's degree	22.8	7.8	6.2	6.9	2.4	9.1	17.1	15.3	7.1	1.7	1.0	2.7
Master's degree or equivalent	18.7	7.4	6.3	5.5	2.5	8.1	20.3	18.3	6.6	2.4	1.0	3.0
Doctoral/professional degree	15.1	4.5	7.2	5.7	0.3	7.3	20.7	23.0	8.6	3.3	2.1	2.2
Cumulative undergraduate GPA												
Less than 2.50	27.2	5.0	5.3	5.2	2.4	10.4	22.5	13.1	5.1	1.0	0.3	2.5
2.50–2.99	22.2	8.0	8.1	7.1	2.9	9.2	19.2	13.3	5.1	1.5	0.7	2.8
3.00–3.49	20.9	10.2	5.2	9.3	2.3	7.2	17.0	15.4	6.7	1.5	1.0	3.3
3.50 or higher	18.7	9.7	4.8	8.2	2.0	5.8	17.2	20.6	6.1	2.5	1.3	2.9

#Rounds to zero.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

fields. Women were more likely than men to have majored in education, health, social sciences, humanities, and other technical/professional fields. There also were some differences in undergraduate major by race/ethnicity. Asian graduates were less likely than White, Black, or Hispanic graduates to have majored in education (1 vs. 9–10 percent[5]), but were more likely to have majored in engineering (13 vs. 4–6 percent).

At increased levels of parents' educational attainment, graduates were less likely to have majored in business and more likely to have majored in the humanities. Cumulative GPA also was related to graduating in a number of majors. Students with higher GPAs were more likely than those with lower GPAs to have majored in the humanities, physical sciences, or education, and they were less likely to have majored in business.

Among 1999–2000 college graduates, their GPA in their undergraduate major was higher than their cumulative undergraduate GPA overall (3.34 vs. 3.16 on a 4-point scale; table 5). Previous research on 1992–93 college graduates found that women outperformed men in terms of the grades they earned while in college (McCormick and Horn 1996). Consistent with this finding, women's average GPA (both cumulative and within the major) was higher than men's average GPA among 1999–2000 graduates.

Students who were older when they entered postsecondary education had higher GPAs than younger students, on average. In addition, college graduates whose parents had a doctoral or professional degree generally averaged higher grades both within their majors and overall than those whose parents had less education.

[5] When a comparison is made to multiple groups, the figures are sometimes summarized as a range from the lowest to highest figures for the specific groups included in the comparison. In this instance, for example, 9 percent of Black graduates, 9 percent of Hispanic graduates, and 10 percent of White graduates majored in education, for a range of 9–10 percent.

Table 5. Grade-point average overall and in major field of study for 1999–2000 bachelor's degree recipients, by student demographic and academic characteristics

Student demographic and academic characteristics	Cumulative undergraduate GPA	GPA in undergraduate major
Total	3.16	3.34
Undergraduate major		
Business/management	3.11	3.29
Education	3.22	3.48
Engineering	3.11	3.18
Health	3.23	3.35
Other technical/professional	3.06	3.31
Social/behavioral sciences	3.11	3.33
Humanities	3.24	3.45
Life sciences	3.20	3.27
Physical sciences	3.28	3.28
Mathematics	3.34	3.34
Computer/information science	3.19	3.36
Vocational/technical	3.11	3.32
Age at postsecondary entry		
18 or younger	3.16	3.33
19–20	3.13	3.32
21–24	3.11	3.38
25 or older	3.32	3.51
Cumulative undergraduate GPA		
Less than 2.50	2.23	2.88
2.50–2.99	2.76	3.05
3.00–3.49	3.24	3.36
3.50 or higher	3.73	3.70
Gender		
Male	3.09	3.28
Female	3.21	3.39
Race/ethnicity		
White, non-Hispanic	3.20	3.37
Black/African American, non-Hispanic	2.89	3.19
Hispanic or Latino	3.08	3.26
Asian	3.15	3.28
American Indian/Alaska Native	3.09	3.40
Native Hawaiian/Pacific Islander	3.05	3.12
Other race[1]	3.11	3.33
More than one race	3.25	3.49
Parents' educational attainment		
High school or less	3.15	3.33
Some postsecondary education	3.15	3.33
Bachelor's degree	3.16	3.33
Master's degree or equivalent	3.20	3.35
Doctoral/professional degree	3.27	3.42

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

The Institutional Path to a Bachelor's Degree

The undergraduate enrollment path that students follow, which may involve multiple institutions, is an important precursor to investigating time to degree. Many factors influence students' first entry into postsecondary education, as the Beginning Postsecondary Students (BPS) Longitudinal Studies have demonstrated. In fact, some students do not expect or plan to complete a bachelor's degree when they first go to college, including a small proportion of those who enter 4-year institutions (Berkner, He, and Forrest Cataldi 2002). Because students who began at certain types of institutions, such as community colleges, have had to transfer in order to complete the bachelor's degree, their path to completion may have been longer. Even those students who began at 4-year institutions may have completed either a certificate or associate's degree while working toward the bachelor's degree: 11–14 percent of those who completed a bachelor's degree in 1992–93 did so (McCormick and Horn 1996). This section examines where the 1999–2000 college graduates began their postsecondary education and the background characteristics that may have been related to that choice of first institution. It also examines how prevalent prior attainment was in this population, and how these factors were related to the types of institutions at which students completed a baccalaureate degree.

This section and subsequent sections of the report are restricted to first-time bachelor's degree recipients—those who had not already completed a bachelor's degree prior to the one earned in 1999–2000 (about 2 percent of the cohort had previously completed a bachelor's degree; see compendium table II.7). This procedure ensures that the effects of institutional paths to the bachelor's degree described here are not confused with the effects of other undergraduate experiences.

Among 1999–2000 first-time bachelor's degree recipients, one-half began postsecondary education at public 4-year institutions, with 15 percent starting at nondoctorate-granting institutions and 35 percent at doctorate-granting institutions (table 6). An additional one-fifth (20 percent) began at public 2-year institutions. Fifteen percent began college at private not-for-profit 4-year nondoctorate-granting institutions, and 12 percent at private not-for-profit doctorate-granting institutions. Relatively few students began at private for-profit institutions or other institutions (1 percent each).

Table 6. Percentage distribution of 1999–2000 first-time bachelor's degree recipients according to first institution type, by student demographic and academic characteristics

Student demographic and academic characteristics	First institution type						
	Public 2-year	Public 4-year non-doctorate-granting	Public doctorate-granting	Private not-for-profit 4-year non-doctorate-granting	Private not-for-profit doctorate-granting	Private for-profit	Other
Total	20.0	14.8	35.4	15.2	12.3	1.5	0.8
Gender							
Male	20.3	13.2	36.7	15.1	12.8	1.1	0.8
Female	19.9	16.1	34.5	15.2	11.8	1.7	0.9
Race/ethnicity							
White, non-Hispanic	19.5	14.5	35.4	17.2	11.4	1.0	1.0
Black/African American, non-Hispanic	14.9	18.8	38.1	11.1	12.3	4.2	0.5
Hispanic or Latino	25.6	17.0	31.5	8.7	13.9	3.2	0.1
Asian	21.6	9.0	43.4	4.8	19.3	1.4	0.5
American Indian/Alaska Native	36.3	14.3	26.3	8.0	13.2	1.9	#
Native Hawaiian/Pacific Islander	36.8	6.8	29.2	13.7	12.2	#	1.2
Other race[1]	24.8	13.2	29.2	9.3	23.5	#	#
More than one race	22.3	24.0	24.8	12.7	15.1	1.1	#
Parents' educational attainment							
High school or less	28.4	17.7	28.9	13.7	6.9	3.2	1.3
Some postsecondary education	23.7	17.2	32.5	14.7	9.9	1.1	0.9
Bachelor's degree	17.1	14.1	38.4	14.9	14.3	0.7	0.5
Master's degree or equivalent	15.0	12.6	38.9	17.2	15.1	0.6	0.6
Doctoral/professional degree	7.0	6.2	42.2	18.9	24.5	0.3	0.9
Age at postsecondary entry							
18 or younger	14.4	15.0	38.5	16.2	14.4	0.8	0.7
19–20	21.4	14.9	35.6	14.9	10.7	1.8	0.8
21–24	35.0	13.1	29.7	10.0	8.2	2.6	1.4
25 or older	41.4	15.1	17.7	14.4	6.9	3.6	1.0
Combined SAT scores[2]							
No exam taken or no score reported	42.4	14.5	20.2	11.0	6.1	4.3	1.7
Below 1000	19.7	20.3	37.4	13.8	7.3	0.8	0.9
1000–1200	9.2	15.3	43.6	18.7	12.7	0.2	0.4
Above 1200	3.7	7.5	43.4	17.8	27.4	0.1	0.3

#Rounds to zero.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

[2]Derived from institution- or student-reported SAT or ACT scores, where available. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

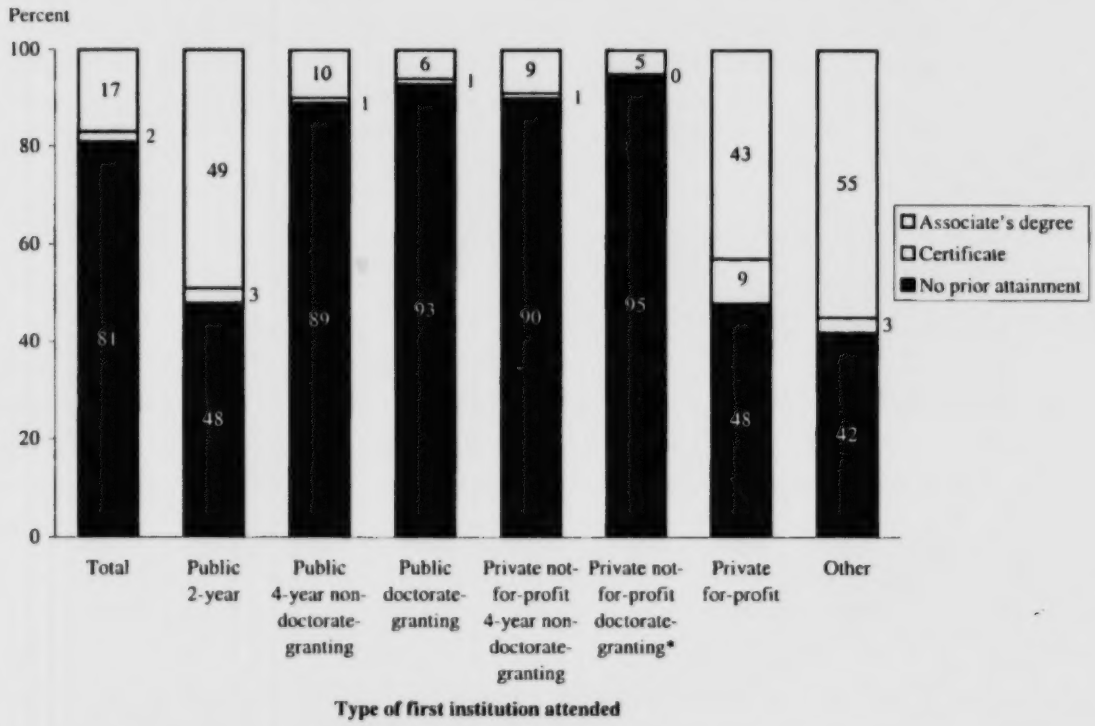
Parents' educational attainment was related to the type of institution at which these students began their studies. College graduates whose parents had more education were more likely than those whose parents had less education to have begun at private not-for-profit 4-year nondoctorate- or doctorate-granting institutions. For example, while 7 percent of graduates whose parents did not attend college began at private not-for-profit doctorate-granting institutions, 25 percent of those whose parents had doctoral or professional degrees did so. Conversely, bachelor's degree recipients whose parents had less education were more likely than those with more educated parents to have begun at public 2-year institutions. Twenty-eight percent of college graduates whose parents did not attend college began at these colleges, while 7 percent of graduates whose parents held doctoral or professional degrees did so. In addition, graduates whose parents had high levels of educational attainment were less likely to have begun at a private for-profit institution.

The age at which college graduates began postsecondary education was also related to the type of institution in which they first enrolled. Younger students were more likely than older students to have enrolled at public or private not-for-profit doctorate-granting institutions, and they were less likely to have entered postsecondary education at public 2-year institutions. About two-fifths (38 percent) of graduates who began postsecondary enrollment at age 18 or younger began at public doctorate-granting institutions, while 14 percent began at public 2-year institutions. On the other hand, 18 percent of graduates who began postsecondary education at age 25 or older began at public doctorate-granting institutions, but about two-fifths (41 percent) began at public 2-year institutions.

About one-fifth of 1999–2000 first-time bachelor's degree recipients had obtained a certificate or an associate's degree prior to completing the bachelor's degree (2 percent had earned a certificate, and 17 percent had completed an associate's degree; figure 3). Graduates who began at public or private not-for-profit 4-year institutions were less likely than others to have completed a credential prior to obtaining the bachelor's degree. About one-half (49 percent) of public 2-year entrants, two-fifths (43 percent) of private for-profit entrants, and 55 percent of other (less-than-4-year) entrants had completed an associate's degree prior to earning a bachelor's degree in 1999–2000. However, 5–10 percent of graduates who began at public or private not-for-profit 4-year institutions had nevertheless completed an associate's degree before obtaining the baccalaureate degree.

More bachelor's degree recipients in 1999–2000 graduated from public than from private institutions (table 7). Overall, 65 percent of college graduates finished a bachelor's degree at public institutions, and one-third (33 percent) graduated from private not-for-profit institutions. The remainder, 1.5 percent, received the bachelor's degree from private for-profit institutions. A

Figure 3. Percentage distribution of 1999–2000 first-time bachelor's degree recipients according to highest prior attainment, by first institution type



*The percentage of students in this category who had previously obtained a certificate rounds to less than 1 percent.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

larger proportion completed the bachelor's degree at public doctorate-granting than at public nondoctorate-granting institutions, but the reverse was true among graduates of private not-for-profit institutions.

The majority of graduates who began at public and private not-for-profit 4-year (doctorate- and nondoctorate-granting) institutions graduated from the same type of institution at which they began. About one-third (32 percent) of college graduates who began at private for-profit institutions also completed the bachelor's degree at for-profit institutions, a larger percentage than among those who began in any other type of institution. Graduates who began at public 2-year institutions were less likely than average to finish at private doctorate-granting institutions (8 vs. 14 percent), and they were more likely than average to finish at public nondoctorate-

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Table 7. Percentage distribution of 1999–2000 first-time bachelor's degree recipients according to degree-granting institution type, by student academic and enrollment characteristics

Student academic and enrollment characteristics	Public			Private not-for-profit			Private for-profit
	Total	Non-doctorate granting	Doctorate granting	Total	Non-doctorate granting	Doctorate granting	
Total	65.3	19.5	45.8	33.1	19.1	14.0	1.5
First institution type							
Public 2-year	70.2	24.6	45.6	27.3	19.2	8.1	2.5
Public 4-year nondoctorate-granting	90.3	77.5	12.7	8.3	5.4	2.9	1.5
Public doctorate-granting	93.5	4.4	89.2	6.0	3.9	2.1	0.5
Private not-for-profit 4-year nondoctorate-granting	14.7	5.2	9.5	84.8	81.5	3.3	0.6
Private not-for-profit doctorate-granting	11.4	3.3	8.1	88.3	3.4	84.9	0.3
Private for-profit	40.7	17.0	23.6	27.8	20.5	7.3	31.6
Other	62.1	11.6	50.4	38.0	14.0	24.0	#
Undergraduate major							
Business/management	60.8	20.4	40.4	34.4	22.5	11.9	4.8
Education	68.5	30.1	38.4	31.3	24.7	6.6	0.2
Engineering	78.2	10.6	67.6	21.5	6.3	15.2	0.4
Health	67.3	19.0	48.3	32.5	18.9	13.6	0.2
Vocational/technical	70.6	30.4	40.2	29.5	20.9	8.6	#
Other technical/professional	73.6	20.6	53.0	25.7	12.3	13.4	0.8
Social/behavioral sciences	64.4	17.3	47.2	35.6	18.5	17.1	#
Humanities	59.1	19.1	40.0	39.6	21.3	18.3	1.2
Life sciences	69.2	14.5	54.7	30.8	17.1	13.7	#
Physical sciences	66.7	17.1	49.6	33.3	18.5	14.8	#
Mathematics	66.2	17.2	49.0	33.9	18.5	15.4	#
Computer/information science	62.3	18.6	43.7	30.0	18.0	12.0	7.7
Combined SAT scores[1]							
No exam taken or no score reported	61.6	24.7	36.8	33.9	23.6	10.3	4.6
Below 1000	74.6	25.2	49.4	25.0	16.1	9.0	0.4
1000–1200	67.5	16.7	50.8	32.3	19.0	13.3	0.3
Above 1200	56.1	8.3	47.8	43.8	16.3	27.6	0.1
Cumulative undergraduate GPA							
Less than 2.50	76.9	25.5	51.4	22.1	13.9	8.2	1.1
2.50–2.99	74.0	22.3	51.8	25.4	14.3	11.0	0.6
3.00–3.49	65.1	19.4	45.7	33.6	19.4	14.1	1.3
3.50 or higher	54.5	15.6	38.9	42.7	24.5	18.2	2.8
Highest prior attainment							
No prior attainment	65.5	18.1	47.4	33.6	18.4	15.2	1.0
Certificate	57.9	20.6	37.4	32.5	25.0	7.5	9.6
Associate's degree	65.3	26.2	39.1	31.2	22.3	8.9	3.6

#Rounds to zero.

[1]Derived from institution- or student-reported SAT or ACT scores, where available. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

granting institutions (25 vs. 20 percent). First-time bachelor's degree recipients who had previously completed a certificate or associate's degree were generally less likely than those with no prior attainment to finish college at public or private not-for-profit doctoral institutions, but they were more likely to finish at private for-profit institutions. Cumulative undergraduate GPA was also related to the type of institution at which graduates completed a bachelor's degree. Students with higher GPAs were more likely than those with lower GPAs to finish at private not-for-profit doctoral or nondoctoral institutions and were less likely to do so at public doctoral or nondoctoral institutions.

Time to Degree

As indicated earlier, the average number of years between high school graduation and completion of a bachelor's degree increased from the 1970s through the early 1990s (McCormick and Horn 1996; Tinto 1993). However, the time between high school and college completion is not sufficient as the only measure of time to degree because it does not take into account delayed entry into and temporary withdrawals from postsecondary education (McCormick and Horn 1996). Instead, it represents a maximum estimate of time to baccalaureate completion. This span of time can be broken down into the time between high school completion and postsecondary entry, and the time between postsecondary entry and bachelor's degree completion. Most students who decide to enroll in college enroll immediately after completing high school, so the first component of this time period is negligible for those students (U.S. Department of Education 2001). For those who delay, however, the time to bachelor's degree completion might be reflected more accurately in the time between entering postsecondary education and completing the bachelor's degree. All three periods of time are described in this section of the report.

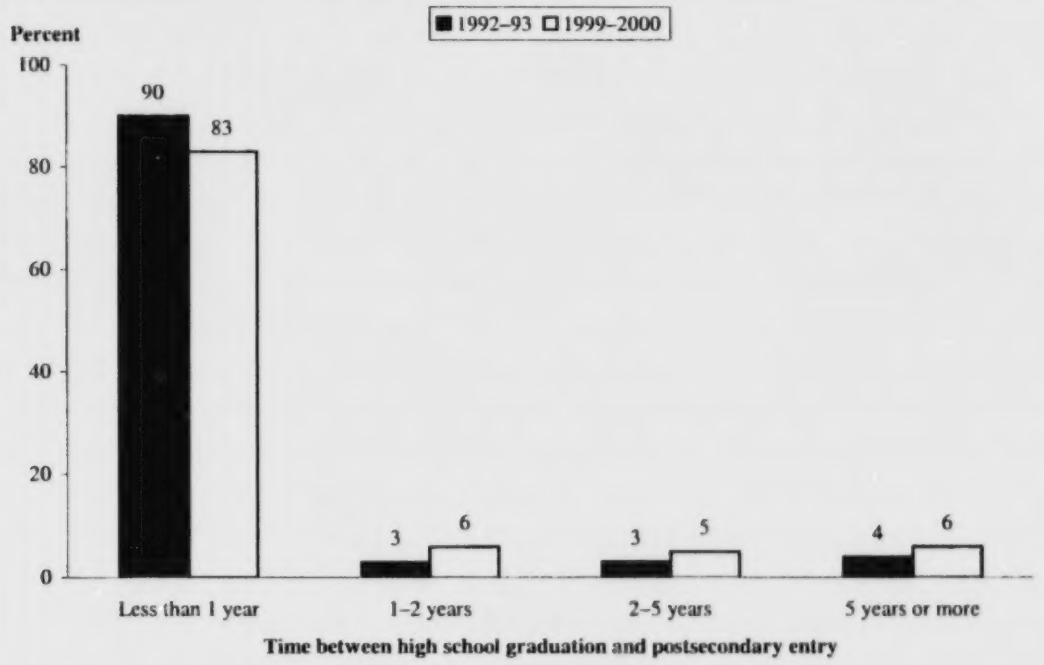
Time to Bachelor's Degree Completion

Most high school students enroll in college within 1 year of high school completion (U.S. Department of Education 2001). A majority (83 percent) of first-time bachelor's degree recipients in 1999–2000 enrolled in college less than 1 year after they had completed high school (figure 4).[6] Six percent took 1–2 years to enroll in college, and another 5 percent took 2–5 years to do so. Another 6 percent did not enroll in postsecondary education until at least 5 years after they had completed high school. Compared with 1992–93 bachelor's degree recipients, 1999–2000 college graduates were less likely to enroll in college less than 1 year after finishing high school (83 vs. 90 percent).

College graduates in 1999–2000 who began at public or private not-for-profit 4-year institutions were more likely than those who began at public 2-year or private for-profit

[6]For ease of reading, the following phrases are used to describe the time between high school completion and postsecondary entry: "less than 1 year" refers to postsecondary enrollment within 11 months or less; "1–2 years" refers to enrollment in 12–23 months; "2–5 years" refers to enrollment in 24–59 months; and "at least 5 years" refers to enrollment in 60 months or more after high school completion.

Figure 4. Percentage distribution of 1992–93 and 1999–2000 first-time bachelor's degree recipients according to time between high school graduation and postsecondary entry



NOTE: "Less than 1 year" refers to postsecondary enrollment within 11 months or less; "1–2 years" refers to enrollment in 12–23 months; "2–5 years" refers to enrollment in 24–59 months; and "5 years or more" refers to enrollment in 60 months or more after high school completion. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

institutions to enroll in college less than 1 year after completing high school (table 8).[7] The type of institution from which graduates received a bachelor's degree was also related to time between high school completion and postsecondary entry. At both public and private not-for-profit institutions, graduates of doctorate-granting institutions were more likely than graduates of nondoctorate-granting institutions to have enrolled in college within 1 year of high school completion. Graduates of private for-profit institutions were less likely than graduates of any other type of institution to begin postsecondary education within this 1-year time frame (62 vs. 80–88 percent).

[7]While it appears that graduates who had first enrolled at public and private not-for-profit 4-year institutions were also more likely than those who had started at other institutions to begin postsecondary education within this time frame, the standard error for this group is large and the differences were not statistically significant.

Table 8. Percentage distribution of 1999–2000 first-time bachelor's degree recipients according to time between high school graduation and postsecondary entry, by first institution type and degree-granting institution type

First institution type and degree-granting institution type	Time between high school graduation and postsecondary entry			
	Less than 1 year	1–2 years	2–5 years	5 years or more
Total	83.3	5.9	5.1	5.7
First institution type				
Public 2-year	71.6	8.0	8.9	11.6
Public 4-year nondoctorate-granting	83.7	5.6	5.6	5.1
Public doctorate-granting	87.6	6.0	3.6	2.8
Private not-for-profit 4-year nondoctorate-granting	87.1	3.6	2.9	6.4
Private not-for-profit doctorate-granting	90.5	4.4	2.4	2.7
Private for-profit[1]	63.4	5.6	12.9	18.0
Other[1]	71.1	14.8	8.2	5.9
Degree-granting institution type				
Public	83.6	6.2	5.3	5.0
Nondoctorate-granting	79.8	6.6	6.5	7.2
Doctorate-granting	85.2	6.1	4.7	4.0
Private not-for-profit	83.8	5.1	4.6	6.5
Nondoctorate-granting	80.8	5.5	5.2	8.5
Doctorate-granting	87.8	4.6	3.8	3.8
Private for-profit[1]	61.5	10.5	6.7	21.3

[1]This group contains 1–2 percent of the total population, and standard errors associated with these estimates are very large.

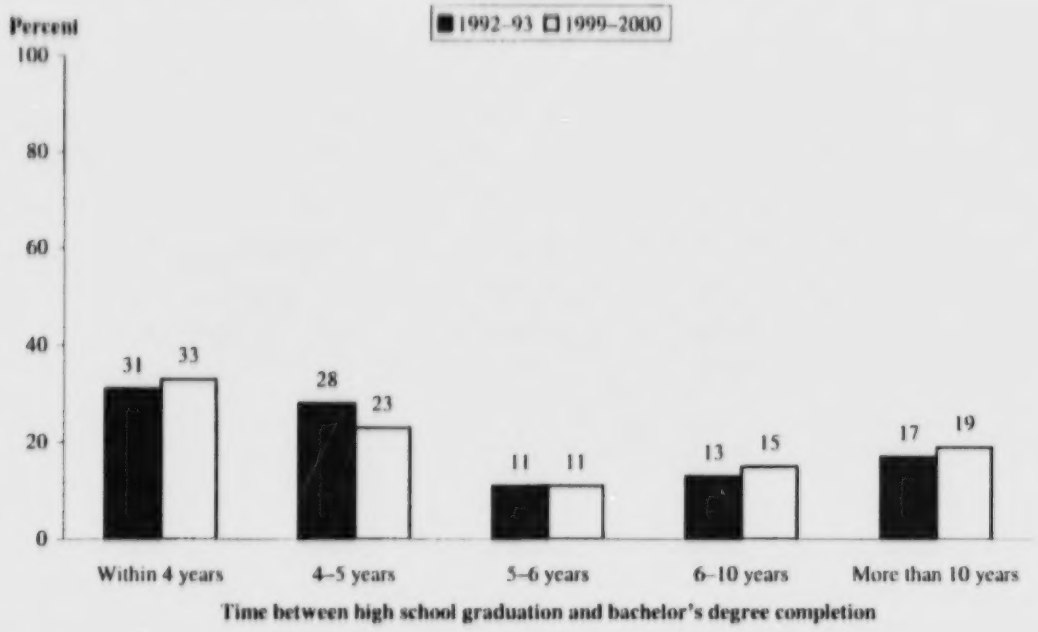
NOTE: Detail may not sum to totals because of rounding. See the glossary for exact definitions of the time span category ranges.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Overall, first-time bachelor's degree recipients in 1999–2000 varied in the number of months that elapsed between completing high school and earning a bachelor's degree (figure 5). One-third (33 percent) completed a bachelor's degree within 4 years of their high school graduation.[8] Another 23 percent took 4–5 years, 11 percent took 5–6 years, and 15 percent took 6–10 years to do so. About one-fifth (19 percent) took even longer after high school. Compared with 1992–93 bachelor's degree recipients, the 1999–2000 cohort was less likely to complete a bachelor's degree in 4–5 years (23 vs. 28 percent) and more likely to do so within 6–10 years (15 vs. 13 percent) of high school graduation.

[8]"Within 4 years" refers to completion of the bachelor's degree in 48 months or less after high school completion; "4–5 years" refers to 49–60 months; "5–6 years" refers to 61–72 months; "6–10 years" refers to 73–120 months; and "more than 10 years" refers to more than 120 months after high school graduation.

Figure 5. Percentage distribution of 1992–93 and 1999–2000 first-time bachelor's degree recipients according to time between high school graduation and bachelor's degree completion



NOTE: "Within 4 years" refers to completion of the bachelor's degree in 48 months or less after high school completion; "4–5 years" refers to 49–60 months; "5–6 years" refers to 61–72 months; "6–10 years" refers to 73–120 months; and "more than 10 years" refers to more than 120 months after high school graduation. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Both the first and last institution at which college graduates were enrolled were related to the total time that elapsed between completing high school and earning a bachelor's degree (table 9). Graduates who had first enrolled at private not-for-profit 4-year institutions were more likely than those who had first enrolled at all other types of institutions to complete the bachelor's degree within 4 years of high school graduation. For example, 60 percent of graduates who began at private not-for-profit doctorate-granting institutions finished within 4 years, compared with 33 percent of those who began at public doctorate-granting institutions. Graduates who began at public or private not-for-profit 4-year institutions were less likely than those who began at other institutions to take more than 10 years to finish a bachelor's degree. Among those who began at 4-year institutions, 11 to 19 percent of those who began at public institutions and 7 to 12 percent of those who began at private not-for-profit institutions took this long to complete the bachelor's degree. In contrast, 37 percent of those who began at public 2-year institutions, 64 percent of

Table 9. Percentage distribution of 1999–2000 first-time bachelor's degree recipients according to time between high school graduation and degree completion, by first institution type and degree-granting institution type

First institution type and degree-granting institution type	Time between high school graduation and degree completion					
		Within 6 years				More than 10 years
	Total	Within 4 years	4–5 years	5–6 years	6–10 years	
Total	66.3	32.7	22.9	10.8	14.8	18.9
First institution type						
Public 2-year	37.6	8.6	13.7	15.3	25.7	36.7
Public 4-year nondoctorate-granting	65.8	23.9	29.9	12.0	14.8	19.3
Public doctorate-granting	75.6	33.4	30.2	12.0	13.2	11.2
Private not-for-profit 4-year nondoctorate-granting	80.8	56.5	18.5	5.8	6.9	12.3
Private not-for-profit doctorate-granting	84.5	60.3	18.3	6.0	8.2	7.3
Private for-profit[1]	22.5	15.0	2.3	5.1	13.7	63.8
Other[1]	27.8	2.5	14.3	11.0	32.5	39.8
Degree-granting institution type						
Public	66.0	25.5	26.9	13.6	16.7	17.3
Nondoctorate-granting	57.8	19.0	25.0	13.9	17.9	24.3
Doctorate-granting	69.6	28.3	27.7	13.5	16.1	14.3
Private not-for-profit	69.1	47.7	15.8	5.5	11.0	20.0
Nondoctorate-granting	63.1	44.5	14.1	4.5	10.5	26.5
Doctorate-granting	77.3	52.2	18.2	6.9	11.6	11.1
Private for-profit[1]	20.9	11.8	3.1	6.0	19.7	59.4

[1]This group contains 1–2 percent of the total population, and standard errors associated with these estimates are very large.

NOTE: Detail may not sum to totals because of rounding. See the glossary for exact definitions of the time span category ranges.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

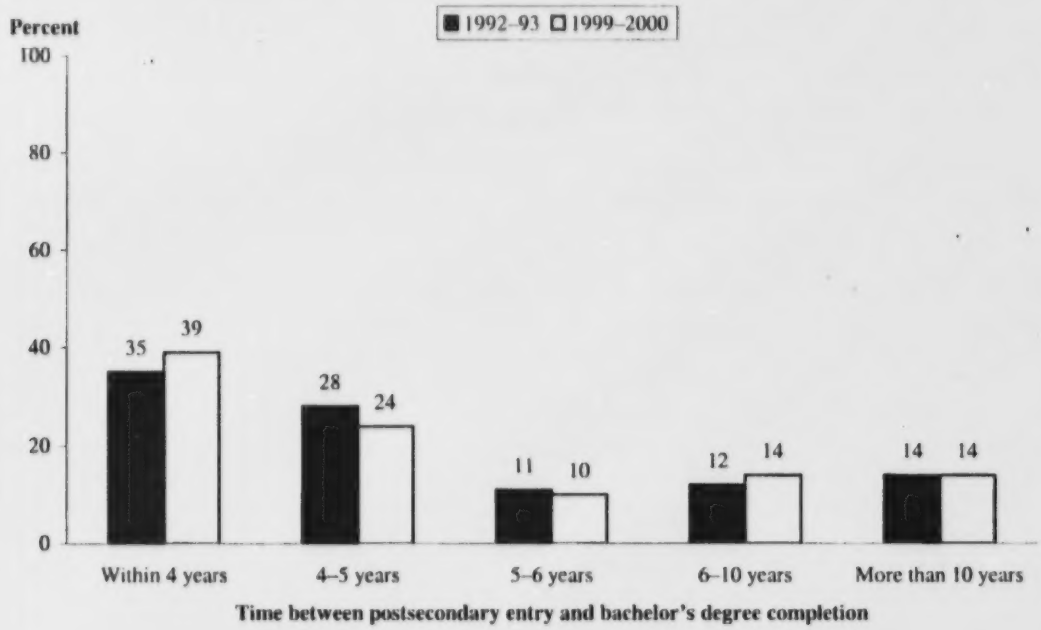
those who began at private for-profit institutions, and 40 percent of those who began at other institutions took more than 10 years.

Graduates of both doctoral and nondoctoral public institutions were less likely than graduates of doctoral and nondoctoral private not-for-profit institutions to complete a bachelor's degree within 4 years of high school graduation (28 and 19 percent vs. 52 and 44 percent, respectively). In addition, graduates of public doctoral and nondoctoral institutions were more likely than graduates of other types of institutions to complete a bachelor's degree 4–5 years after high school graduation. Among graduates of both public and private not-for-profit institutions, those at nondoctorate-granting institutions were more likely than those at doctorate-granting institutions to take more than 10 years to finish a bachelor's degree. However, graduates of

private for-profit institutions were more likely than graduates of all other institution types to take this long (59 vs. 11–26 percent).

Differences in delay between high school completion and postsecondary entry may contribute to these differences by institution type in total time between completing high school and earning a bachelor's degree. The time between postsecondary entry and bachelor's degree completion varied among 1999–2000 bachelor's degree recipients as well (figure 6). About two-fifths (39 percent) of college graduates in this cohort completed a bachelor's degree within 4 years of postsecondary entry.[9] Fourteen percent took more than 10 years to do so. However,

Figure 6. Percentage distribution of 1992–93 and 1999–2000 first-time bachelor's degree recipients according to time between postsecondary entry and bachelor's degree completion



NOTE: "Within 4 years" refers to 48 months or less between postsecondary entry and bachelor's degree completion; "4–5 years" refers to 49–60 months; "5–6 years" refers to 61–72 months; "6–10 years" refers to 73–120 months; and "more than 10 years" refers to more than 120 months after postsecondary entry. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

[9] "Within 4 years" refers to 48 months or less between postsecondary entry and bachelor's degree completion; "4–5 years" refers to 49–60 months; "5–6 years" refers to 61–72 months; "within 6 years" refers to 72 months or less; "6–10 years" refers to 73–120 months; and "more than 10 years" refers to more than 120 months after postsecondary entry.

compared with 1992–93 bachelor's degree completers, the 1999–2000 cohort was more likely to complete the degree within 4 years of postsecondary entry and less likely to take 4–5 years to graduate.

Looking only at the time after postsecondary entry, however, the relationship between first institution type and time to bachelor's degree completion resembled that for time between high school and bachelor's degree completion. Graduates who had first enrolled at private not-for-profit 4-year institutions were more likely than other graduates to complete the bachelor's degree within 4 years of postsecondary entry (table 10). For example, 64 percent of those who began at private not-for-profit 4-year nondoctorate-granting institutions finished within 4 years, compared with 30 percent of those who began at public 4-year nondoctorate-granting institutions. At the

Table 10. Percentage distribution of 1999–2000 first-time bachelor's degree recipients according to time between postsecondary entry and degree completion, by first institution type and degree-granting institution type

First institution type and degree-granting institution type	Time between postsecondary entry and degree completion					
		Within 6 years				
	Total	Within 4 years	4–5 years	5–6 years	6–10 years	More than 10 years
Total	72.0	38.7	23.5	9.9	13.6	14.4
First institution type						
Public 2-year	45.7	10.8	19.4	15.5	26.6	27.8
Public 4-year nondoctorate-granting	72.2	30.1	31.8	10.3	12.7	15.2
Public doctorate-granting	80.5	41.0	29.3	10.2	10.7	8.8
Private not-for-profit 4-year nondoctorate-granting	86.0	63.9	17.8	4.3	6.2	7.9
Private not-for-profit doctorate-granting	88.3	66.4	16.2	5.8	6.4	5.3
Private for-profit[1]	33.4	16.2	7.9	9.3	21.5	45.1
Other[1]	30.2	6.0	15.3	8.9	35.5	34.4
Degree-granting institution type						
Public	72.0	31.6	28.2	12.2	15.1	12.9
Nondoctorate-granting	64.9	23.8	27.8	13.3	16.4	18.7
Doctorate-granting	75.1	34.9	28.4	11.7	14.5	10.5
Private not-for-profit	73.7	53.7	14.9	5.2	10.4	15.9
Nondoctorate-granting	68.4	50.1	14.0	4.3	10.2	21.5
Doctorate-granting	81.1	58.6	16.2	6.4	10.7	8.3
Private for-profit[1]	34.4	12.9	8.8	12.7	21.7	43.9

[1]This group contains 1–2 percent of the total population, and standard errors associated with these estimates are very large.

NOTE: Detail may not sum to totals because of rounding. See the glossary for exact definitions of the time span category ranges.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

other end of the spectrum, graduates who began at public or private not-for-profit 4-year institutions were generally less likely than those who began elsewhere to take longer than 10 years to finish. The relationship between bachelor's degree-granting institution type and time to degree after postsecondary entry also mirrored the relationship between degree-granting institution type and time to degree after high school.

Factors Related to Time to Degree

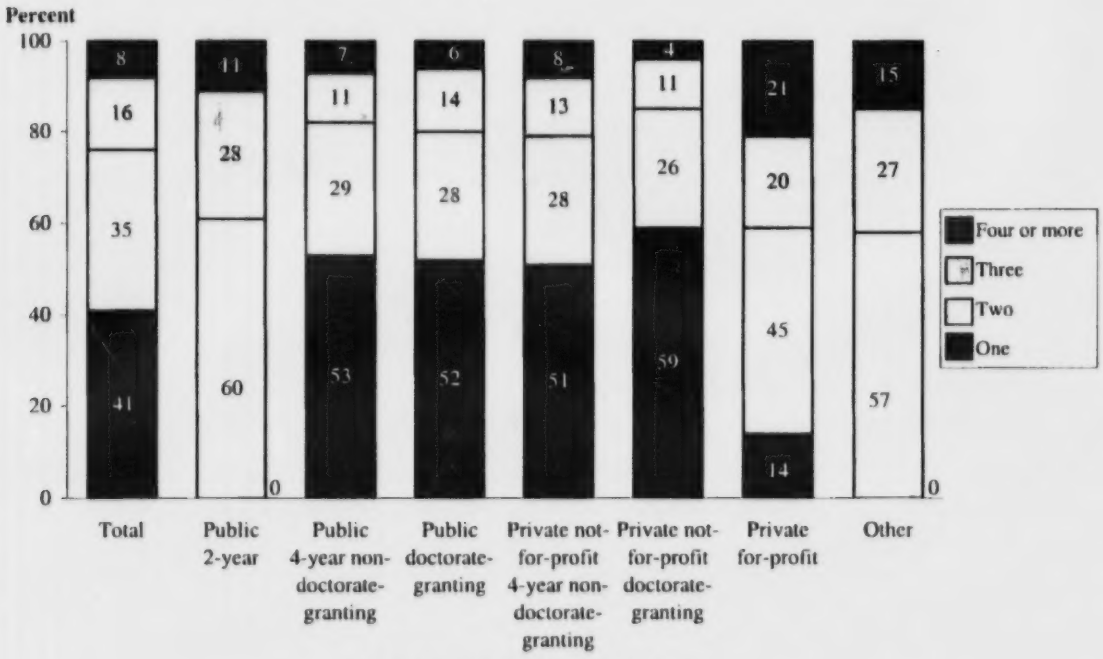
Previous research has shown that transferring from one postsecondary institution to another may prolong the time it takes to complete a bachelor's degree (McCormick 1997). Yet while transferring may prolong the time to bachelor's degree completion, it is also associated with a decreased likelihood of early attrition from postsecondary education (Bradburn 2002). In addition to transferring between one institution and another, students may enroll at multiple institutions for other reasons. For example, students may elect to take one or more courses somewhere other than their primary institution to accommodate scheduling or work conflicts, to pick up an extra course not offered at the primary institution, or to reduce cost. This can be done concurrently or during summers or other terms of nonenrollment.

How common was enrollment at multiple undergraduate institutions among 1999–2000 bachelor's degree recipients? Forty-one percent of this cohort of college graduates reported enrolling in only one undergraduate institution. Approximately one-half (52–53 percent) of students who began at public 4-year institutions and 51–59 percent of their private not-for-profit counterparts attended only one institution (figure 7). An additional 35 percent of all graduates had attended two institutions, 16 percent had attended three institutions, and 8 percent had attended at least four institutions during their undergraduate years.

As expected, the number of institutions attended was related to time from entering postsecondary education to completing a bachelor's degree (table 11). The more institutions bachelor's degree recipients had attended, the less likely they were to have completed the bachelor's degree within 4 years or within 4–5 years of their first enrollment. For example, 58 percent of students who attended only one undergraduate institution had completed a bachelor's degree within 4 years of first enrollment; in contrast, 10 percent of those who had enrolled in four or more institutions had done so.

Many students also take time off from their studies (Horn 1998). Students who "stop out" during their undergraduate enrollment leave college, but eventually return. This analysis examined the prevalence of stopping out for spells of at least 4 months. This minimum length of time for an interruption of undergraduate enrollment does not count summers as stopout periods

Figure 7. Percentage distribution of 1999–2000 first-time bachelor's degree recipients according to the number of institutions attended, by first institution type



NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

because many students are not expected to enroll during the summer months. A majority (64 percent) of 1999–2000 first-time bachelor's degree recipients did not experience any stopouts lasting 4 months or longer (figure 8). However, 11 percent took off 4–11 months, 6 percent took off 12–23 months, 4 percent took off 24–35 months, and 16 percent interrupted their enrollment for a period of at least 36 months. Those stopouts lasting at least 1 year were more common among students who had attended multiple institutions. For example, 12 percent of graduates who had attended only one institution stopped out, compared with 83 percent of graduates who had attended four or more institutions.

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Table 11. Percentage distribution of 1999–2000 first-time bachelor's degree recipients according to time between postsecondary entry and degree completion, by number of institutions attended and total number of months stopped out

Number of institutions and months stopped out	Time between postsecondary entry and degree completion					
		Within 6 years				
	Total	Within 4 years	4–5 years	5–6 years	6–10 years	More than 10 years
Total	72.0	38.7	23.5	9.9	13.6	14.4
Number of institutions attended						
One	92.2	57.9	27.0	7.3	5.6	2.2
Two	69.8	32.4	25.7	11.7	16.2	13.9
Three	48.1	17.8	17.0	13.4	23.7	28.2
Four or more	25.8	9.8	8.5	7.5	22.4	51.9
Months stopped out						
No stopouts lasting 4 months or more	92.5	53.8	29.4	9.4	5.7	1.8
4–11 months	75.3	28.4	29.6	17.3	20.5	4.1
12–23 months	46.7	9.4	15.7	21.6	44.9	8.4
24–35 months	26.3	5.5	8.8	11.9	59.0	14.7
36 months or more	7.4	3.7	2.4	1.4	17.7	74.9

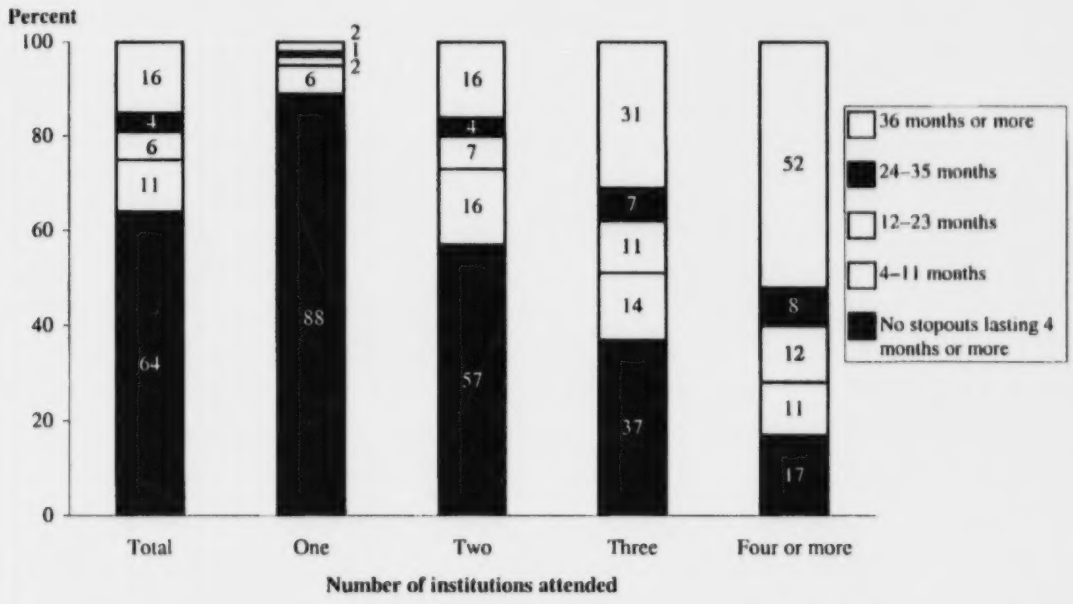
NOTE: Detail may not sum to totals because of rounding. See the glossary for exact definitions of the time span category ranges.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Because stopping out is an important component of time to degree that does not reflect progress while enrolled, the remainder of the analysis is restricted to first-time bachelor's degree recipients who had stopped out for less than 6 months. This ensures that remaining factors associated with time to degree are not due to the propensity of different groups of students to take long or frequent absences from college (Horn 1998). Among this group of college graduates, approximately one-half (53 percent) had completed the bachelor's degree within 4 years of first enrollment, and an additional 30 percent had done so within 4–5 years (table 12). Background characteristics were related to the time students took between entering college and completing a bachelor's degree. Women were more likely than men to complete the degree within 4 years (56 vs. 48 percent). On the other hand, men were more likely to take 4–5 years (34 vs. 27 percent). Graduates whose parents had more education were also more likely than those with less educated parents to complete the degree within 4 years.

Among first-time bachelor's degree recipients who had stopped out for less than 6 months, those who had delayed initial enrollment longer after high school were less likely to complete the bachelor's degree within 4 years of initial enrollment, and they were more likely to take more than 6 years to do so. Once enrolled, other academic characteristics were also associated with

Figure 8. Percentage distribution of 1999–2000 first-time bachelor's degree recipients according to number of months stopped out, by number of institutions attended



NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

time to degree. For example, undergraduate major was associated with completing a bachelor's degree within 4 years of first enrollment: graduates who had majored in social sciences, humanities, life sciences, and physical sciences were more likely than education, engineering, or health majors to finish the degree within this time period. Graduates with higher grades were more likely than those with lower grades to complete a bachelor's degree within 4 years of postsecondary entry.

Even when looking only at students who did not stop out for 6 months or more during their undergraduate enrollment, first and last institution type were associated with time to degree. About three-quarters (76–78 percent) of bachelor's degree recipients who *began* at private not-for-profit 4-year institutions completed the degree within 4 years of first enrollment, compared with 40 to 50 percent of those who began at public 4-year institutions and one-fifth (20 percent) of those who began at public 2-year institutions. Similarly, *graduates* of private not-for-profit institutions were more likely than graduates of public or private for-profit institutions to

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Table 12. Percentage distribution of 1999–2000 first-time bachelor's degree recipients with less than 6 months of stopout according to time between postsecondary entry and degree completion, by student demographic, academic, and enrollment characteristics

	Time between postsecondary entry and degree completion					
		Within 6 years				
Student characteristics	Total	Within 4 years	4–5 years	5–6 years	6–10 years	More than 10 years
Total	91.8	52.6	29.6	9.7	6.3	1.9
Gender						
Male	92.3	47.9	33.6	10.8	6.3	1.4
Female	91.5	56.1	26.6	8.8	6.3	2.2
Race/ethnicity						
White, non-Hispanic	93.1	54.5	30.2	8.4	4.9	2.0
Black/African American, non-Hispanic	89.6	41.7	35.2	12.7	8.7	1.8
Hispanic or Latino	82.9	42.2	24.8	15.9	15.1	2.0
Asian	89.9	53.5	26.0	10.4	8.8	1.3
American Indian/Alaska Native	‡	‡	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡	‡
Other race[1]	90.6	54.3	20.1	16.2	9.4	#
More than one race	91.5	63.1	21.5	6.9	7.3	1.2
Parents' educational attainment						
High school or less	85.0	39.6	32.7	12.7	10.8	4.2
Some postsecondary education	92.2	48.9	32.7	10.6	6.2	1.6
Bachelor's degree	94.4	54.8	31.2	8.5	4.3	1.3
Master's degree or equivalent	95.6	62.4	26.5	6.7	3.6	0.8
Doctoral/professional degree	97.0	71.6	21.2	4.2	2.6	0.5
Undergraduate major						
Business/management	91.2	51.1	30.1	10.0	6.0	2.9
Education	91.7	39.0	38.1	14.7	6.4	1.9
Engineering	92.0	36.3	41.7	14.1	7.0	0.9
Health	88.8	43.9	32.6	12.3	8.6	2.6
Vocational/technical	88.6	51.0	28.3	9.3	6.1	5.3
Other technical/professional	93.2	51.3	33.4	8.5	6.5	0.3
Social/behavioral sciences	92.7	62.7	23.4	6.6	5.6	1.7
Humanities	92.4	57.5	26.4	8.5	5.9	1.8
Life sciences	91.1	57.6	25.9	7.6	7.5	1.4
Physical sciences	93.8	64.0	17.9	11.9	5.0	1.2
Mathematics	93.9	59.1	30.7	4.1	6.1	#
Computer/information science	92.9	47.4	33.4	12.1	5.7	1.5
Time between high school graduation and postsecondary entry						
Less than 12 months	93.4	54.2	29.8	9.4	5.3	1.3
12–23 months	87.8	50.0	30.6	7.2	9.1	3.0
24–59 months	70.5	28.7	25.5	16.3	20.3	9.2
60 months or more	71.2	30.6	26.4	14.2	19.4	9.5

See notes at end of table.

Table 12. Percentage distribution of 1999–2000 first-time bachelor's degree recipients with less than 6 months of stopout according to time between postsecondary entry and degree completion, by student demographic, academic, and enrollment characteristics—Continued

	Time between postsecondary entry and degree completion					
		Within 6 years				
Student characteristics	Total	Within 4 years	4–5 years	5–6 years	6–10 years	More than 10 years
Cumulative undergraduate GPA						
Less than 2.50	84.9	28.2	41.0	15.7	12.3	2.8
2.50–2.99	90.3	43.5	33.4	13.4	8.3	1.5
3.00–3.49	93.8	55.0	30.4	8.4	4.7	1.5
3.50 or higher	92.9	65.6	21.0	6.3	4.7	2.4
Combined SAT scores[2]						
No exam taken or no score reported	60.2	21.7	17.8	20.7	27.7	12.2
Below 1000	93.2	45.2	32.8	15.3	6.0	0.8
1000–1200	98.2	59.4	33.2	5.6	1.8	#
Above 1200	98.8	68.3	27.4	3.2	1.2	#
First institution type						
Public 2-year	73.1	19.7	32.3	21.2	19.8	7.1
Public 4-year nondoctorate-granting	92.1	39.7	42.1	10.2	6.1	1.8
Public doctorate-granting	94.8	50.4	34.4	10.0	4.3	0.9
Private not-for-profit 4-year nondoctorate-granting	96.5	75.8	18.1	2.7	2.5	1.0
Private not-for-profit doctorate-granting	97.5	78.0	15.8	3.8	2.0	0.5
Private for-profit	82.5	54.6	14.9	13.0	13.5	4.0
Other	‡	‡	‡	‡	‡	‡
Degree-granting institution type						
Public	90.8	42.2	36.1	12.5	7.2	1.9
Nondoctorate-granting	88.7	35.3	39.7	13.6	8.9	2.5
Doctorate-granting	91.7	44.8	34.8	12.1	6.6	1.8
Private not-for-profit	94.4	73.2	17.3	4.0	4.0	1.7
Nondoctorate-granting	93.7	72.5	18.0	3.3	3.6	2.6
Doctorate-granting	95.2	73.9	16.4	4.8	4.4	0.5
Private for-profit	64.1	33.9	13.4	16.8	28.1	7.8
Number of institutions attended						
One	96.7	62.4	27.9	6.4	3.1	0.3
Two	88.5	44.1	32.5	11.9	8.7	2.8
Three	82.9	35.1	29.1	18.6	12.3	4.9
Four or more	67.5	24.1	28.5	14.9	20.7	11.9

#Rounds to zero.

‡Reporting standards not met.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

[2]Derived from institution- or student-reported SAT or ACT scores, where available. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding. See the glossary for exact definitions of the time span category ranges.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

complete the degree within 4 years of enrollment (73 vs. 42 and 34 percent, respectively). Graduates of public institutions were more likely than private not-for-profit graduates to take more than 4 and up to 10 years to complete a bachelor's degree. Graduates of private for-profit institutions were the most likely of all the graduates to take 6–10 years to do so.

Finally, the number of institutions attended was related to time to degree among first-time bachelor's degree recipients who had stopped out for less than 6 months. The more institutions students attended, the less likely they were to complete a bachelor's degree within 4 years or less of postsecondary entry, and the more likely they were to take more than 6 years to complete the degree.

Table 13 shows how the variables presented in table 12 were associated with time to degree. This time, however, the table displays the *average* number of months between postsecondary entry and degree completion, as well as the averages separately for graduates of public and private not-for-profit institutions. Most of the differences described above in table 12 were also found for the overall average time to degree and for both public and private not-for-profit institutions, but not all of the differences. For example, women were more likely than men to complete the degree in 4 years and men were more likely to take 4–5 years (table 12). When looking at the overall average number of months, however, no differences were detected between men and women overall or separately for graduates of public or private not-for-profit institutions (table 13).

Other relationships shown in table 12 remained in table 13. Parents' educational attainment and grade-point average were still inversely related to time to degree. As parents' education increased, students' average time to complete the degree decreased. Also, as grade-point average increased, average time to degree decreased. However, this relationship was found overall and for graduates of public institutions, but not for graduates of private not-for-profit institutions. Delayed enrollment in postsecondary education after high school completion was also associated with time taken to complete a bachelor's degree once enrolled: those who delayed enrollment took longer than those who did not delay to complete the degree. This was true both overall and for graduates of public and private not-for-profit institutions separately.

As also shown in table 12, the first institution, last institution, and number of institutions in which graduates enrolled were related to the average length of time they took between first enrolling in college and completing a bachelor's degree. Overall, bachelor's degree recipients who had *first* enrolled at private not-for-profit 4-year institutions generally took less time to finish a bachelor's degree than those who had begun at public institutions. In addition, overall and among graduates of both public and private not-for-profit institutions, the number of

Table 13. Among 1999–2000 first-time bachelor's degree recipients with less than 6 months of stopout between institutions, average number of months between postsecondary entry and degree completion, by degree-granting institution type and student demographic, academic, and enrollment characteristics

Student characteristics	Total[1]	Degree-granting institution type	
		Public	Private not-for-profit
Total	55.4	57.2	51.5
Gender			
Male	55.4	56.8	52.6
Female	55.5	57.5	50.6
Race/ethnicity			
White, non-Hispanic	54.8	56.6	51.3
Black/African American, non-Hispanic	57.8	57.8	55.6
Hispanic or Latino	60.2	63.6	53.1
Asian	54.5	56.6	47.8
American Indian/Alaska Native	‡	‡	‡
Native Hawaiian/Pacific Islander	‡	‡	‡
Other race[2]	54.7	58.1	48.8
More than one race	54.2	51.5	51.8
Parents' educational attainment			
High school or less	61.8	62.7	58.3
Some postsecondary education	55.7	57.6	51.8
Bachelor's degree	53.6	54.8	50.9
Master's degree or equivalent	51.4	52.9	48.7
Doctoral/professional degree	49.6	51.2	47.1
Undergraduate major			
Business/management	57.9	56.9	58.1
Education	56.9	59.1	52.4
Engineering	56.9	59.6	48.2
Health	58.5	59.8	55.4
Vocational/technical	58.9	56.8	65.2
Other technical/professional	53.0	53.7	51.0
Social/behavioral sciences	53.2	56.6	47.8
Humanities	54.8	58.2	49.8
Life sciences	54.0	56.4	49.4
Physical sciences	53.2	56.8	47.1
Mathematics	50.2	52.2	46.9
Computer/information science	53.7	55.4	47.9
Time between high school graduation and postsecondary entry			
Less than 12 months	54.3	56.3	50.4
12–23 months	57.2	58.4	51.6
24–59 months	72.5	74.0	70.2
60 months or more	69.6	66.8	71.9

See notes at end of table.

Table 13. Among 1999–2000 first-time bachelor's degree recipients with less than 6 months of stopout between institutions, average number of months between postsecondary entry and degree completion, by degree-granting institution type and student demographic, academic, and enrollment characteristics—Continued

Student characteristics	Total[1]	Degree-granting institution type	
		Public	Private not-for-profit
Cumulative undergraduate GPA			
Less than 2.50	61.2	63.6	54.1
2.50–2.99	57.1	59.0	51.8
3.00–3.49	54.2	56.1	50.0
3.50 or higher	53.8	53.8	52.7
Combined SAT scores[3]			
No exam taken or no score reported	82.2	83.7	78.9
Below 1000	55.1	56.8	50.0
1000–1200	50.0	51.5	47.1
Above 1200	48.6	50.5	46.4
First institution type			
Public 2-year	71.1	68.7	74.5
Public 4-year nondoctorate-granting	56.6	56.0	71.6
Public doctorate-granting	53.8	53.6	61.5
Private not-for-profit 4-year nondoctorate-granting	50.4	68.6	48.5
Private not-for-profit doctorate-granting	48.8	62.7	47.6
Private for-profit	60.3	‡	‡
Other	‡	‡	‡
Degree-granting institution type			
Public			
Nondoctorate-granting	59.0	59.0	‡
Doctorate-granting	56.5	56.5	‡
Private not-for-profit			
Nondoctorate-granting	52.8	‡	52.8
Doctorate-granting	49.9	‡	49.9
Private for-profit	77.2	‡	‡
Number of institutions attended			
One	50.7	52.9	47.0
Two	58.9	59.5	56.7
Three	63.4	64.0	59.5
Four or more	80.7	83.3	70.7

‡Reporting standards not met.

[1]Included in the total but not shown separately are graduates of private for-profit institutions.

[2]Respondents identified themselves as belonging to another race. See the glossary for details.

[3]Derived from institution- or student-reported SAT or ACT scores, where available. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

institutions bachelor's degree recipients had attended was associated with time to degree completion. Graduates who had attended more institutions took longer to complete a bachelor's degree. For example, graduates who had attended only one institution completed the degree in an average of 4 years and 3 months (51 months), while those who had attended two institutions took about 8 months longer, on average (59 months).

Summary and Conclusions

The majority of bachelor's degree recipients in 1999–2000 completed the degree at public institutions. A larger proportion of degree recipients had completed the bachelor's degree at public doctorate-granting institutions than at public nondoctorate-granting institutions, but the reverse was true among graduates of private not-for-profit institutions: a larger proportion had completed the bachelor's degree at private not-for-profit nondoctorate-granting institutions than at private doctorate-granting institutions. The types of institutions they graduated from were related to the amount of time it took them to complete the degree: graduates of public institutions took longer from postsecondary entry to degree completion, on average, than graduates of private not-for-profit institutions.

Many students had taken different routes to complete the bachelor's degree. A minority (41 percent) of first-time bachelor's degree recipients in 1999–2000 had enrolled in only one undergraduate institution, including approximately half of students who had begun at public 4-year institutions (52–53 percent). About one-fifth of the first-time bachelor's degree recipients had obtained a certificate or an associate's degree prior to completing the bachelor's degree. This event was more common among graduates who had begun at public 2-year, private for-profit, or "other" institutions than among those who began at public or private not-for-profit 4-year institutions. Many students took at least 4 months off from postsecondary enrollment. Even among those who had not interrupted their enrollment for more than 6 months, attendance at multiple undergraduate institutions was associated with a longer time between postsecondary entry and degree completion.

A number of other factors were related to the average amount of time between postsecondary entry and degree completion. As parents' education increased, students' average time to complete the degree decreased. Also, students who delayed enrollment in postsecondary education after high school completion took longer than other students to complete a bachelor's degree once enrolled. In addition, the higher the cumulative GPA, the shorter was the time to degree completion overall and for graduates of public institutions. However, this relationship was not detected for graduates of private not-for-profit institutions.

Finally, 1999–2000 bachelor's degree recipients took more time between high school completion and postsecondary entry than 1992–93 graduates. However, compared with 1992–93 bachelor's degree completers, the later cohort was more likely to complete the degree within 4 years or less after entering college.

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Table Compendium

Section I: Demographic and Family Characteristics
Section II: Undergraduate Experiences
Section III: Employment and Community Service
Section IV: Debt Burden and Graduate Enrollment

Section I: Demographic and Family Characteristics

Demographic Characteristics

- The majority (57 percent) of 1999–2000 bachelor's degree recipients were female (table I.1).
- Among graduates of both public and private not-for-profit institutions in 1999–2000, graduates of doctorate-granting institutions were more likely to be male than were graduates of nondoctorate-granting institutions (table I.1).
- The gender of employed 1999–2000 college graduates differed by occupation (table I.1). Engineers/architects, computer scientists, and mechanics and laborers were more likely to be male than female, while educators, medical professionals, human and protective services professionals, administrative and clerical workers, and service workers were more likely to be female than male.
- Of 1999–2000 bachelor's degree recipients whose parents did not complete high school, 36 percent were White, non-Hispanic and 35 percent were Hispanic (table I.2). Bachelor's degree recipients whose parents did not complete high school were less likely than others to be White, non-Hispanic and more likely to be Hispanic.
- Twenty-one percent of 1999–2000 college graduates who had begun at private for-profit institutions were Black or African American (table I.2). Among those who began at public 4-year institutions, 9–10 percent were Black, and among those who began at public 2-year institutions, 6 percent were Black.
- In addition, 21 percent of college graduates in 1999–2000 who first enrolled at private for-profit institutions were Hispanic (table I.2). Among students who began at public or private not-for-profit 4-year institutions, 7–9 percent were Hispanic. Ten percent of students who began at public 2-year institutions were Hispanic.
- Black/African American, Hispanic/Latino, and Asian bachelor's degree recipients in 1999–2000 were more likely than their White counterparts to have resident alien or student visa status (table I.3). Hispanic and Asian graduates were also more likely than White, non-Hispanic graduates to be fluent in a language other than English. Graduates whose parents had not completed high school were more likely than others to be fluent in a non-English language.
- Students who completed the bachelor's degree at postsecondary institutions in the Northeast and in the West in 1999–2000 were more likely than those in the Midwest to be resident aliens or have student visas (table I.3).

- Those 1999–2000 college graduates who were age 22 or younger were generally more likely than older graduates to have parents with advanced degrees and were less likely to have parents who had no college education (table I.4).
- Fifty-six percent of 1999–2000 bachelor's degree recipients had begun postsecondary education by age 18 or earlier (table I.5). An additional 27 percent had done so at age 19–20. Female bachelor's degree recipients were more likely than male recipients to have entered postsecondary education at age 18 or younger (58 vs. 52 percent). However, men were more likely to have entered postsecondary education at age 19 or 20 (31 vs. 24 percent).
- Bachelor's degree recipients who graduated from institutions in the Northeast were more likely than recipients from the Midwest, South, or West to have entered postsecondary education by age 18 (table I.5).
- Fifty-two percent of White, non-Hispanic bachelor's degree recipients had received a bachelor's degree by age 22 (table I.6), a rate higher than that for Black/African American graduates (36 percent) and Hispanic/Latino graduates (38 percent).
- Those bachelor's degree recipients who were employed as medical professionals in 2001 were less likely than recipients working in most of the other occupations to have earned a bachelor's degree by age 22 or younger (table I.6). For example, 38 percent of medical professionals had received a bachelor's degree by age 22 or younger, compared with 48 percent of those in business and management, 49 percent of educators, and 52 percent of engineers and architects.

Family Formation

- In 2001, about two-thirds (66 percent) of 1999–2000 bachelor's degree recipients had never been married, and 30 percent were married (table I.7). Male bachelor's degree recipients were more likely to be single than female recipients.
- Asian bachelor's degree recipients were more likely than most of their peers from other racial/ethnic groups to be single and never married in 2001 (table I.7). Eighty percent of Asian graduates were single, never married, compared with 64 percent of Whites, 67 percent of Blacks/African Americans, and 64 percent of Hispanics/Latinos.
- Bachelor's degree recipients whose parents had attained a bachelor's degree or higher were much less likely to be married (table I.7) or have children (table I.8) in 2001 than recipients whose parents had not completed high school.
- Eighty-two percent of 1999–2000 college graduates did not have children in 2001. Nine percent had one child, 6 percent had two children, and 3 percent had three or more children (table I.8). Male 1999–2000 bachelor's degree recipients were more likely than female recipients to be childless in 2001.

Current Residence

- In 2001, about one-quarter (24 percent) of 1999–2000 college graduates owned their home, and 58 percent paid rent (table I.9). An additional 16 percent reported that they were living with their parents.
- Bachelor's degree recipients whose parents had less than a high school education were more likely to own a home in 2001 than bachelor's degree recipients whose parents had a high school degree or more education (table I.9). In fact, bachelor's degree recipients whose parents attained some postsecondary education, a bachelor's degree, or a master's degree were more likely than those whose parents had less than a high school education to live at home with their parents.
- Bachelor's degree recipients who worked in engineering or architecture in 2001 were less likely than average to live at home with their parents (table I.9). In fact, those who worked in these fields were less likely to live at home with their parents than educators, business and management employees, editors/writers/performers, administrative/clerical/legal workers, and service workers.
- Bachelor's degree recipients in 1999–2000 who had completed the bachelor's degree by age 22 or younger were more likely than their older counterparts to live in the Northeast in 2001 (table I.10).
- Most graduates (69 percent) resided in the same state where they had received a bachelor's degree (table I.10). Bachelor's degree recipients who had completed the degree in 1999–2000 at the age of 22 or younger were less likely than average to live in the state where they had received their degree. On the other hand, bachelor's degree recipients who had completed their degree at the age of 25 or older were more likely than average to live in the same state as their degree-granting institution.
- In 2001, graduates of public 4-year nondoctorate-granting institutions were more likely than graduates of other public or private not-for-profit institutions to live in the same state where they had received their degree, whereas graduates of private not-for-profit doctorate-granting institutions were least likely to do so (table I.10).
- A majority (57 percent) of 1999–2000 bachelor's degree recipients in 2001 lived less than 50 miles from where they lived when they attended high school (table I.11). On the other end of the spectrum, 15 percent lived 500 miles or more from their residence during high school.
- Among 1999–2000 bachelor's degree recipients in 2001, women were more likely than men to live less than 50 miles from where they lived while in high school, and they were less likely to live 500 miles or more away from that location (table I.11).
- Those 1999–2000 bachelor's degree recipients who had no children in 2001 were less likely than those who had one or two children to live less than 50 miles from where they lived when they attended high school (table I.11).

Military Experience

- While most 1999–2000 bachelor's degree recipients (94 percent) had no military experience, male graduates were more likely than female graduates to be veterans or in active military duty (table I.12).
- Graduates who were older when they received a bachelor's degree were more likely to have had military service than those who received a degree when they were younger (table I.12). For example, those who received their degree at age 30 or older were more likely to be veterans in 2001 than those who received their degree at age 24 or younger.

Table I.1. Percentage distribution of 1999–2000 bachelor's degree recipients according to gender, by selected student and institution characteristics

Student and institution characteristics	Gender	
	Male	Female
Total	42.6	57.4
Race/ethnicity		
White, non-Hispanic	43.6	56.4
Black/African American, non-Hispanic	34.5	65.5
Hispanic or Latino	39.0	61.0
Asian	45.7	54.3
American Indian/Alaska Native	41.2	58.8
Native Hawaiian/Pacific Islander	47.6	52.4
Other race[1]	47.2	52.8
More than one race	41.9	58.1
Disability status		
Does not have a disability	43.1	56.9
Has a disability	36.7	63.3
Parents' educational attainment		
Less than high school	34.6	65.4
High school or equivalency	40.6	59.4
Some postsecondary education	38.9	61.1
Bachelor's degree	44.2	55.8
Master's degree or equivalent	46.8	53.3
Doctoral/professional degree	48.1	51.9
Age at bachelor's completion		
22 or younger	39.7	60.3
23–24	51.7	48.3
25–29	45.7	54.3
30–39	41.5	58.5
40 or older	33.2	66.8
Current marital status		
Single, never married	45.2	54.8
Married	39.8	60.2
Separated	31.6	68.4
Divorced	24.9	75.1
Widowed	‡	‡
Current number of children		
None	43.8	56.2
One	38.7	61.3
Two	40.4	59.6
Three or more	32.6	67.4
Distance from high school to current residence		
Less than 50 miles	40.1	59.9
50–199 miles	43.2	56.8
200–499 miles	45.1	54.9
500 miles or more	48.1	51.9

See notes at end of table.

Table I.1. Percentage distribution of 1999–2000 bachelor's degree recipients according to gender, by selected student and institution characteristics—Continued

Student and institution characteristics	Gender	
	Male	Female
Distance from bachelor's institution to current residence		
Less than 50 miles	40.1	59.9
50–199 miles	43.4	56.7
200–499 miles	48.2	51.8
500 miles or more	45.3	54.7
First institution type		
Public 2-year	43.3	56.7
Public 4-year nondoctorate-granting	37.2	62.8
Public doctorate-granting	44.1	55.9
Private not-for-profit 4-year nondoctorate-granting	42.5	57.5
Private not-for-profit doctorate-granting	44.7	55.3
Private for-profit	32.8	67.2
Other	38.6	61.4
Degree-granting institution type		
Public	42.9	57.2
Nondoctorate-granting	38.8	61.2
Doctorate-granting	44.5	55.5
Private not-for-profit	42.2	57.8
Nondoctorate-granting	40.0	60.0
Doctorate-granting	45.2	54.8
Private for-profit	43.1	57.0
Degree-granting institution region		
Northeast	42.5	57.5
Midwest	43.0	57.0
South	42.3	57.7
West	42.6	57.4
Outlying areas	46.0	54.0
Occupation		
Education (K–12 and other instructors)	26.4	73.6
Business and management	46.0	54.0
Engineering/architecture	82.0	18.0
Computer science	69.4	30.6
Medical professionals	18.4	81.6
Editors/writers/performers	40.9	59.1
Human/protective service professionals	38.3	61.7
Research, scientists, technical	57.8	42.2
Administrative/clerical/legal	29.4	70.6
Mechanics, laborers	78.3	21.8
Service industries	40.7	59.3
Other	69.0	31.0

‡Reporting standards not met.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table I.2. Percentage distribution of 1999–2000 bachelor's degree recipients according to race/ethnicity, by selected student and institution characteristics

Student and institution characteristics	Race/ethnicity							
	White, non-Hispanic	Black/ African American, non-Hispanic	Hispanic or Latino	Asian	American Indian/ Alaska Native	Native Hawaiian/ Pacific Islander	Other race[1]	More than one race
Total	73.7	8.0	8.6	5.8	0.6	0.7	1.4	1.4
Gender								
Male	75.3	6.5	7.8	6.2	0.6	0.7	1.5	1.4
Female	72.5	9.1	9.1	5.5	0.6	0.6	1.3	1.4
Disability status								
Does not have a disability	74.2	8.1	8.2	5.6	0.5	0.6	1.5	1.3
Has a disability	76.5	6.1	7.2	1.9	1.8	0.4	2.5	3.7
Parents' educational attainment								
Less than high school	35.5	17.9	34.8	7.1	0.6	0.4	1.6	2.1
High school or equivalency	69.4	10.6	11.2	5.3	0.8	0.6	1.1	0.8
Some postsecondary education	76.5	9.3	7.6	2.9	0.2	0.4	1.3	1.8
Bachelor's degree	76.9	6.5	5.4	6.8	0.5	0.9	1.6	1.3
Master's degree or equivalent	81.0	5.0	4.0	5.1	1.1	0.2	1.9	1.8
Doctoral/professional degree	79.4	2.3	5.4	8.6	0.6	0.6	1.2	1.9
Age at bachelor's completion								
22 or younger	78.0	5.9	6.7	5.8	0.2	0.4	1.4	1.6
23–24	70.7	9.2	9.8	6.4	0.9	0.7	1.1	1.3
25–29	65.3	7.5	13.6	8.5	0.8	1.3	2.0	1.1
30–39	71.2	11.9	7.9	3.6	1.1	1.2	1.7	1.3
40 or older	72.2	14.4	9.3	1.4	0.9	0.2	0.6	1.1

See notes at end of table.

Table I.2. Percentage distribution of 1999–2000 bachelor's degree recipients according to race/ethnicity, by selected student and institution characteristics—Continued

Student and institution characteristics	Race/ethnicity							
	White, non-Hispanic	Black/ African American, non-Hispanic	Hispanic or Latino	Asian	American Indian/ Alaska Native	Native Hawaiian/ Pacific Islander	Other race[1]	More than one race
Current marital status								
Single, never married	72.0	8.2	8.4	7.1	0.4	0.8	1.6	1.6
Married	77.7	6.6	8.8	3.8	1.0	0.3	0.8	1.0
Separated	67.2	12.8	16.6	#	#	1.9	1.2	0.3
Divorced	73.8	14.1	7.1	0.8	1.0	0.9	0.4	2.0
Widowed	‡	‡	‡	‡	‡	‡	‡	‡
Current number of children								
None	75.6	6.3	7.7	6.5	0.5	0.6	1.4	1.4
One	66.7	17.1	9.4	2.4	0.7	1.0	1.1	1.7
Two	70.7	14.2	11.0	1.3	1.6	0.3	0.6	0.3
Three or more	67.8	14.4	8.0	3.9	1.2	1.3	0.8	2.8
Distance from high school to current residence								
Less than 50 miles	73.8	8.3	8.9	5.1	0.7	0.7	1.1	1.5
50–199 miles	83.1	6.0	4.7	3.3	0.3	0.5	1.2	1.0
200–499 miles	77.4	9.3	7.3	3.5	0.8	0.3	0.5	0.9
500 miles or more	80.5	5.7	6.5	4.0	0.3	0.7	1.0	1.4
Distance from bachelor's institution to current residence								
Less than 50 miles	69.8	8.6	10.6	6.6	0.5	0.8	1.6	1.7
50–199 miles	81.1	6.2	5.0	4.4	1.0	0.5	0.9	1.0
200–499 miles	75.4	8.7	7.5	5.0	0.7	0.3	0.8	1.7
500 miles or more	76.4	7.9	7.6	5.2	0.5	0.6	1.1	0.8

See notes at end of table.

Table I.2. Percentage distribution of 1999–2000 bachelor's degree recipients according to race/ethnicity, by selected student and institution characteristics—Continued

Student and institution characteristics	Race/ethnicity							
	White, non-Hispanic	Black/ African American, non-Hispanic	Hispanic or Latino	Asian	American Indian/ Alaska Native	Native Hawaiian/ Pacific Islander	Other race[1]	More than one race
First institution type								
Public 2-year	72.8	6.4	10.2	5.7	1.0	1.1	1.3	1.5
Public 4-year nondoctorate-granting	73.5	9.9	9.1	3.6	0.5	0.3	0.9	2.2
Public doctorate-granting	74.6	8.5	7.2	6.5	0.5	0.6	1.1	1.0
Private not-for-profit 4-year nondoctorate-granting	82.4	5.6	7.3	1.9	0.3	0.6	0.7	1.3
Private not-for-profit doctorate-granting	70.0	8.1	9.0	8.2	0.6	0.6	2.0	1.6
Private for-profit	51.7	21.3	20.8	4.6	0.7	#	#	1.0
Other	90.5	4.9	0.7	2.9	#	0.9	#	#
Degree-granting institution type								
Public	73.1	8.3	8.2	6.3	0.6	0.7	1.5	1.3
Nondoctorate-granting	72.4	9.5	8.6	4.4	0.8	0.9	1.7	1.8
Doctorate-granting	73.4	7.7	8.0	7.2	0.6	0.7	1.4	1.1
Private not-for-profit	75.8	7.0	8.8	4.6	0.5	0.6	1.2	1.6
Nondoctorate-granting	80.4	6.8	8.1	2.0	0.6	0.5	0.6	1.0
Doctorate-granting	69.2	7.2	9.8	8.2	0.4	0.7	2.0	2.6
Private for-profit	54.3	17.5	19.8	7.4	#	#	0.4	0.7
Degree-granting institution region								
Northeast	72.9	8.7	6.8	7.4	0.2	0.4	1.9	1.8
Midwest	85.7	5.8	2.9	3.5	0.6	0.2	0.8	0.6
South	73.1	12.1	8.6	3.1	0.7	0.3	0.9	1.3
West	64.6	3.2	12.4	12.1	0.9	2.4	2.4	2.1
Outlying areas	0.2	#	96.6	#	#	#	#	3.2

See notes at end of table.

Table I.2. Percentage distribution of 1999–2000 bachelor's degree recipients according to race/ethnicity, by selected student and institution characteristics—Continued

Student and institution characteristics	Race/ethnicity							
	White, non-Hispanic	Black/ African American, non-Hispanic	Hispanic or Latino	Asian	American Indian/ Alaska Native	Native Hawaiian/ Pacific Islander	Other race[1]	More than one race
Occupation								
Education (K–12 and other instructors)	76.5	8.1	11.2	1.4	0.6	0.4	0.7	1.1
Business and management	75.2	8.0	7.0	5.1	0.5	0.9	1.3	2.0
Engineering/architecture	74.0	5.4	6.3	10.5	0.9	0.2	1.3	1.5
Computer science	67.5	7.9	7.5	14.3	0.4	0.6	0.9	0.9
Medical professionals	76.3	9.7	5.4	4.4	0.7	0.9	1.0	1.6
Editors/writers/performers	75.2	3.3	12.1	5.4	#	0.3	1.3	2.3
Human/protective service professionals	69.1	15.1	9.0	3.3	0.4	0.9	1.0	1.2
Research, scientists, technical	73.8	5.7	9.5	7.7	0.4	0.9	0.9	1.1
Administrative/clerical/legal	73.8	9.9	7.0	4.2	0.9	0.4	2.3	1.5
Mechanics, laborers	80.8	5.6	7.1	3.8	0.8	0.4	1.4	0.1
Service industries	79.1	5.4	7.7	3.7	0.5	0.9	1.3	1.4
Other	74.4	14.9	1.3	7.5	#	0.7	#	1.2

#Rounds to zero.

‡Reporting standards not met.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table I.3. Percentage distribution of 1999–2000 bachelor's degree recipients according to citizenship status, and percentage fluent in a non-English language, by selected student and institution characteristics

Student and institution characteristics	Citizenship status		Speaks non-English language
	U.S. citizen	Resident alien/ student visa	
Total	96.3	3.7	21.8
Gender			
Male	96.0	4.0	21.3
Female	96.6	3.4	22.2
Race/ethnicity			
White, non-Hispanic	98.8	1.2	12.7
Black/African American, non-Hispanic	94.7	5.3	16.6
Hispanic or Latino	93.9	6.2	69.5
Asian	77.3	22.7	68.3
American Indian/Alaska Native	95.3	4.7	24.0
Native Hawaiian/Pacific Islander	90.9	9.1	27.2
Other race[1]	76.2	23.8	62.5
More than one race	92.3	7.7	26.3
Disability status			
Does not have a disability	96.2	3.8	21.2
Has a disability	98.0	2.0	20.0
Parents' educational attainment			
Less than high school	94.9	5.1	51.8
High school or equivalency	96.8	3.2	18.1
Some postsecondary education	98.0	2.0	17.2
Bachelor's degree	96.2	3.8	20.4
Master's degree or equivalent	96.2	3.8	19.6
Doctoral/professional degree	96.6	3.4	27.4
Age at bachelor's completion			
22 or younger	97.0	3.0	19.8
23–24	95.8	4.2	23.9
25–29	93.8	6.2	29.7
30–39	96.3	3.7	19.3
40 or older	97.9	2.1	17.1
Current marital status			
Single, never married	96.0	4.0	22.6
Married	96.9	3.1	20.3
Separated	100.0	0.0	28.9
Divorced	97.7	2.3	16.8
Widowed	‡	‡	‡

See notes at end of table.

Table I.3. Percentage distribution of 1999–2000 bachelor's degree recipients according to citizenship status, and percentage fluent in a non-English language, by selected student and institution characteristics—Continued

Student and institution characteristics	Citizenship status		Speaks non-English language
	U.S. citizen	Resident alien/ student visa	
Current number of children			
None	96.1	3.9	22.2
One	98.0	2.0	18.4
Two	97.4	2.6	19.3
Three or more	95.7	4.3	24.2
Distance from high school to current residence			
Less than 50 miles	98.4	1.6	19.4
50–199 miles	99.6	0.4	14.8
200–499 miles	99.5	0.5	17.3
500 miles or more	99.3	0.7	21.6
Distance from bachelor's institution to current residence			
Less than 50 miles	95.7	4.3	24.1
50–199 miles	97.9	2.1	15.5
200–499 miles	96.7	3.4	19.9
500 miles or more	96.9	3.1	23.2
First institution type			
Public 2-year	96.6	3.4	19.8
Public 4-year nondoctorate-granting	98.8	1.2	18.4
Public doctorate-granting	97.6	2.4	20.2
Private not-for-profit 4-year nondoctorate-granting	96.6	3.4	16.2
Private not-for-profit doctorate-granting	96.7	3.3	30.5
Private for-profit	91.8	8.3	27.2
Other	97.4	2.6	20.7
Degree-granting institution type			
Public	96.6	3.4	21.2
Nondoctorate-granting	97.9	2.1	19.9
Doctorate-granting	96.0	4.0	21.8
Private not-for-profit	96.2	3.8	22.5
Nondoctorate-granting	97.2	2.8	15.2
Doctorate-granting	94.8	5.2	32.6
Private for-profit	88.7	11.3	31.2
Degree-granting institution region			
Northeast	94.9	5.1	25.8
Midwest	97.7	2.3	13.3
South	97.1	2.9	17.9
West	94.9	5.1	32.8
Outlying areas	96.2	3.9	81.2

See notes at end of table.

Table I.3. Percentage distribution of 1999–2000 bachelor's degree recipients according to citizenship status, and percentage fluent in a non-English language, by selected student and institution characteristics—Continued

Student and institution characteristics	Citizenship status		Speaks non-English language
	U.S. citizen	Resident alien/ student visa	
Occupation			
Education (K–12 and other instructors)	97.4	2.6	22.9
Business and management	96.1	3.9	20.5
Engineering/architecture	94.0	6.0	28.8
Computer science	93.6	6.4	24.4
Medical professionals	97.3	2.7	16.8
Editors/writers/performers	95.6	4.4	23.2
Human/protective service professionals	97.8	2.2	18.0
Research, scientists, technical	94.9	5.1	24.6
Administrative/clerical/legal	98.6	1.4	22.7
Mechanics, laborers	98.4	1.6	15.5
Service industries	98.1	1.9	17.6
Other	99.0	1.0	17.1

‡Reporting standards not met.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table I.4. Percentage distribution of 1999–2000 bachelor's degree recipients according to parents' educational attainment, by selected student and institution characteristics

Student and institution characteristics	Parents' educational attainment					
	Less than high school	High school or equivalent	Some postsecondary education	Bachelor's degree	Master's degree or equivalent	Doctoral/professional degree
Total	4.3	24.1	19.8	24.5	16.4	10.9
Gender						
Male	3.5	22.9	18.0	25.4	17.9	12.2
Female	4.9	25.0	21.2	23.9	15.2	9.8
Race/ethnicity						
White, non-Hispanic	2.1	22.6	20.4	25.4	17.9	11.6
Black/African American, non-Hispanic	9.9	32.6	23.5	20.4	10.4	3.2
Hispanic or Latino	18.2	32.7	18.1	16.0	7.8	7.1
Asian	5.5	23.0	10.2	29.8	14.9	16.7
American Indian/Alaska Native	4.3	31.3	7.0	20.4	27.3	9.7
Native Hawaiian/Pacific Islander	2.9	26.8	14.1	38.9	6.1	11.2
Other race[1]	4.8	18.4	18.4	27.3	22.0	9.1
More than one race	6.3	13.4	24.1	22.6	19.7	13.9
Disability status						
Does not have a disability	4.2	22.4	20.3	25.6	18.4	9.0
Has a disability	5.6	25.3	20.1	22.4	17.6	9.1
Age at bachelor's completion						
22 or younger	1.4	15.8	19.4	27.9	20.1	15.4
23–24	3.5	26.9	20.4	24.9	16.7	7.6
25–29	6.2	30.6	20.6	23.5	12.5	6.7
30–39	8.4	39.2	22.6	17.0	8.9	3.9
40 or older	19.0	45.7	16.6	10.7	4.8	3.2
Current marital status						
Single, never married	3.0	19.8	18.7	26.6	18.4	13.6
Married	6.1	31.5	22.0	21.3	13.4	5.7
Separated	16.0	41.6	19.6	19.7	1.0	2.0
Divorced	9.5	38.0	23.6	16.7	7.1	5.2
Widowed	‡	‡	‡	‡	‡	‡
Current number of children						
None	3.2	20.7	19.1	26.5	18.2	12.3
One	9.5	35.1	25.7	17.2	8.4	4.1
Two	9.3	40.7	22.6	14.3	9.2	3.9
Three or more	9.8	36.5	20.3	18.5	11.9	3.0

See notes at end of table.

Table I.4. Percentage distribution of 1999–2000 bachelor's degree recipients according to parents' educational attainment, by selected student and institution characteristics—Continued

Student and institution characteristics	Parents' educational attainment					
	Less than high school	High school or equivalent	Some postsecondary education	Bachelor's degree	Master's degree or equivalent	Doctoral/professional degree
Distance from high school to current residence						
Less than 50 miles	4.5	26.5	21.8	23.7	15.2	8.3
50–199 miles	3.1	21.4	21.1	25.7	18.6	10.0
200–499 miles	3.7	16.1	19.3	26.9	17.1	17.0
500 miles or more	3.1	16.6	17.6	24.9	19.8	18.0
Distance from bachelor's institution to current residence						
Less than 50 miles	5.9	28.6	21.2	23.1	13.2	8.2
50–199 miles	2.7	21.9	20.9	25.1	19.0	10.4
200–499 miles	2.8	15.2	17.1	28.7	20.4	15.9
500 miles or more	2.4	17.1	16.0	25.6	21.4	17.4
First institution type						
Public 2-year	6.4	33.4	23.2	21.2	12.3	3.6
Public 4-year nondoctorate-granting	6.3	27.7	23.4	23.7	13.9	5.1
Public doctorate-granting	3.2	20.1	18.8	26.8	18.2	12.9
Private not-for-profit 4-year nondoctorate-granting	2.1	23.8	19.1	23.5	18.5	13.1
Private not-for-profit doctorate-granting	1.7	14.1	15.7	27.3	20.0	21.4
Private for-profit	16.4	45.6	17.5	11.5	6.7	2.3
Other	4.6	36.4	20.9	14.4	13.4	10.4
Degree-granting institution type						
Public	4.7	24.9	19.9	25.1	16.5	9.0
Nondoctorate-granting	6.4	28.8	23.0	23.8	13.6	4.5
Doctorate-granting	4.0	23.2	18.7	25.6	17.7	10.9
Private not-for-profit	3.3	22.3	19.5	23.5	16.6	14.7
Nondoctorate-granting	3.5	27.1	21.3	22.4	15.0	10.8
Doctorate-granting	3.1	15.8	17.0	25.2	19.0	20.0
Private for-profit	11.6	32.2	22.7	23.9	5.3	4.3
Degree-granting institution region						
Northeast	2.8	23.2	18.9	24.6	16.0	14.5
Midwest	2.8	26.3	21.0	24.7	16.2	9.1
South	5.7	24.6	20.4	24.1	16.9	8.4
West	5.9	20.0	19.2	25.0	17.1	12.9
Outlying areas	10.9	51.7	8.8	23.2	1.2	4.2

See notes at end of table.

Table I.4. Percentage distribution of 1999–2000 bachelor's degree recipients according to parents' educational attainment, by selected student and institution characteristics—Continued

Student and institution characteristics	Parents' educational attainment					
	Less than high school	High school or equivalent	Some postsecondary education	Bachelor's degree	Master's degree or equivalent	Doctoral/professional degree
Occupation						
Education (K–12 and other instructors)	5.0	24.6	23.5	23.0	16.5	7.5
Business and management	4.4	25.8	19.5	24.8	16.1	9.5
Engineering/architecture	2.7	26.0	17.3	28.1	13.8	12.1
Computer science	4.8	22.0	16.5	25.2	21.0	10.5
Medical professionals	5.3	29.1	21.4	23.4	13.6	7.2
Editors/writers/performers	0.3	20.6	20.1	24.1	18.6	16.4
Human/protective service professionals	7.4	30.8	22.4	19.8	11.9	7.7
Research, scientists, technical	2.9	17.3	22.8	25.9	15.4	15.8
Administrative/clerical/legal	3.8	21.9	17.2	24.4	20.2	12.6
Mechanics, laborers	3.6	27.2	23.0	28.3	10.7	7.3
Service industries	3.0	20.1	21.5	29.5	14.6	11.4
Other	9.0	23.8	18.3	18.9	17.7	12.4

‡Reporting standards not met.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table I.5. Percentage distribution of 1999–2000 bachelor's degree recipients according to age at postsecondary entry, by selected student and institution characteristics

Student and institution characteristics	Age at postsecondary entry			
	18 or younger	19–20	21–24	25 or older
Total	55.8	27.2	9.4	7.7
Gender				
Male	52.2	31.1	10.4	6.4
Female	58.5	24.3	8.6	8.7
Race/ethnicity				
White, non-Hispanic	56.4	27.7	8.8	7.2
Black/African American, non-Hispanic	53.1	25.3	9.6	12.0
Hispanic or Latino	52.9	25.8	11.9	9.4
Asian	51.3	29.8	13.9	5.0
American Indian/Alaska Native	51.2	27.4	13.0	8.5
Native Hawaiian/Pacific Islander	63.7	16.1	9.4	10.9
Other race[1]	62.5	24.3	5.3	8.0
More than one race	66.6	20.6	7.6	5.2
Disability status				
Does not have a disability	59.9	27.9	6.2	6.1
Has a disability	52.2	26.8	7.7	13.3
Parents' educational attainment				
Less than high school	35.4	27.1	14.3	23.3
High school or equivalency	47.9	26.1	13.7	12.3
Some postsecondary education	60.9	28.4	6.4	4.3
Bachelor's degree	63.5	30.1	4.1	2.4
Master's degree or equivalent	66.6	27.4	3.9	2.1
Doctoral/professional degree	67.2	26.2	5.6	1.0
Age at bachelor's completion				
22 or younger	76.5	20.4	3.1	#
23–24	40.2	45.7	14.0	#
25–29	35.8	31.3	22.0	10.9
30–39	31.2	23.9	13.7	31.3
40 or older	28.7	18.5	9.0	43.9
Current marital status				
Single, never married	61.8	27.7	8.2	2.3
Married	46.6	26.8	11.5	15.1
Separated	29.0	22.6	13.6	34.8
Divorced	34.6	21.9	11.1	32.5
Widowed	‡	‡	‡	‡

See notes at end of table.

Table I.5. Percentage distribution of 1999–2000 bachelor's degree recipients according to age at postsecondary entry, by selected student and institution characteristics—Continued

Student and institution characteristics	Age at postsecondary entry			
	18 or younger	19–20	21–24	25 or older
Current number of children				
None	59.7	27.7	8.5	4.2
One	43.2	29.0	13.5	14.3
Two	35.8	28.8	10.1	25.3
Three or more	31.3	21.6	13.3	33.8
Distance from high school to current residence				
Less than 50 miles	58.4	26.4	8.7	6.5
50–199 miles	59.8	28.7	7.2	4.3
200–499 miles	59.3	29.5	7.1	4.2
500 miles or more	56.5	27.6	9.2	6.7
Distance from bachelor's institution to current residence				
Less than 50 miles	53.4	26.2	10.3	10.1
50–199 miles	61.1	28.0	7.3	3.6
200–499 miles	57.3	29.5	9.0	4.3
500 miles or more	55.1	28.1	9.0	7.8
First institution type				
Public 2-year	40.8	28.7	15.8	14.8
Public 4-year nondoctorate-granting	56.9	26.7	8.3	8.2
Public doctorate-granting	61.0	27.4	7.7	3.9
Private not-for-profit 4-year nondoctorate-granting	59.8	26.2	6.0	8.0
Private not-for-profit doctorate-granting	64.8	24.3	6.5	4.3
Private for-profit	36.5	31.7	14.9	17.0
Other	49.4	27.7	14.9	8.0
Degree-granting institution type				
Public	55.4	27.6	10.4	6.7
Nondoctorate-granting	52.7	27.5	10.7	9.2
Doctorate-granting	56.6	27.6	10.2	5.6
Private not-for-profit	57.7	26.2	7.3	8.8
Nondoctorate-granting	54.7	27.4	6.8	11.2
Doctorate-granting	62.0	24.5	8.0	5.5
Private for-profit	30.7	33.0	10.2	26.1
Degree-granting institution region				
Northeast	63.9	22.1	7.8	6.2
Midwest	54.6	30.2	7.2	8.0
South	51.4	29.7	10.8	8.1
West	53.5	26.7	11.8	8.0
Outlying areas	64.4	10.5	12.9	12.2

See notes at end of table.

Table I.5. Percentage distribution of 1999–2000 bachelor's degree recipients according to age at postsecondary entry, by selected student and institution characteristics—Continued

Student and institution characteristics	Age at postsecondary entry			
	18 or younger	19–20	21–24	25 or older
Occupation				
Education (K–12 and other instructors)	56.4	26.0	10.5	7.2
Business and management	54.9	28.5	10.3	6.3
Engineering/architecture	63.9	25.0	6.0	5.1
Computer science	53.6	29.8	11.6	4.9
Medical professionals	52.5	24.8	9.4	13.3
Editors/writers/performers	55.0	27.7	11.9	5.4
Human/protective service professionals	58.2	27.4	5.3	9.1
Research, scientists, technical	57.7	27.4	8.2	6.7
Administrative/clerical/legal	59.6	28.5	5.5	6.4
Mechanics, laborers	45.9	34.4	8.6	11.1
Service industries	57.9	28.0	7.9	6.3
Other	45.9	29.7	10.4	14.0

#Rounds to zero.

‡Reporting standards not met.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table I.6. Percentage distribution of 1999–2000 bachelor's degree recipients according to age when received bachelor's degree, by selected student and institution characteristics

Student and institution characteristics	Age when received bachelor's degree				
	22 or younger	23–24	25–29	30–39	40 or older
Total	49.2	20.2	14.0	9.2	7.5
Gender					
Male	45.8	24.5	15.0	8.9	5.8
Female	51.7	17.0	13.3	9.4	8.7
Race/ethnicity					
White, non-Hispanic	52.1	19.4	12.4	8.9	7.3
Black/African American, non-Hispanic	36.4	23.3	13.1	13.8	13.5
Hispanic or Latino	38.2	23.1	22.2	8.4	8.1
Asian	49.5	22.3	20.6	5.8	1.8
American Indian/Alaska Native	19.4	31.6	19.1	18.0	11.9
Native Hawaiian/Pacific Islander	32.6	20.5	27.6	17.1	2.2
Other race[1]	49.7	15.5	20.1	11.4	3.3
More than one race	56.8	18.1	11.1	8.4	5.6
Disability status					
Does not have a disability	49.8	20.1	13.5	9.4	7.2
Has a disability	35.8	14.4	14.4	14.9	20.5
Parents' educational attainment					
Less than high school	17.0	15.3	18.5	17.3	31.9
High school or equivalency	34.0	21.3	16.5	14.5	13.8
Some postsecondary education	50.6	19.7	13.5	10.2	6.1
Bachelor's degree	58.8	19.5	12.4	6.2	3.2
Master's degree or equivalent	63.6	19.5	9.9	4.9	2.1
Doctoral/professional degree	73.2	13.5	8.0	3.2	2.2
Current marital status					
Single, never married	62.8	21.9	10.8	3.3	1.2
Married	27.1	18.3	19.8	18.2	16.5
Separated	2.8	15.5	25.0	26.1	30.5
Divorced	2.5	7.4	20.9	34.0	35.2
Widowed	‡	‡	‡	‡	‡
Current number of children					
None	57.6	21.8	12.4	4.4	3.9
One	18.7	22.7	25.2	17.1	16.4
Two	4.3	6.4	19.2	42.2	27.9
Three or more	3.3	3.8	19.7	38.7	34.7

See notes at end of table.

Table I.6. Percentage distribution of 1999–2000 bachelor's degree recipients according to age when received bachelor's degree, by selected student and institution characteristics—Continued

Student and institution characteristics	Age when received bachelor's degree				
	22 or younger	23–24	25–29	30–39	40 or older
Distance from high school to current residence					
Less than 50 miles	49.0	21.2	14.2	8.9	6.7
50–199 miles	58.9	20.0	10.1	6.8	4.2
200–499 miles	55.8	23.7	10.1	5.0	5.4
500 miles or more	52.5	17.9	14.9	8.4	6.4
Distance from bachelor's institution to current residence					
Less than 50 miles	40.9	20.0	16.4	12.2	10.5
50–199 miles	61.5	19.4	9.6	5.2	4.3
200–499 miles	57.6	22.5	12.5	3.9	3.5
500 miles or more	53.6	20.0	13.7	7.8	4.9
First institution type					
Public 2-year	19.0	25.0	24.2	17.6	14.3
Public 4-year nondoctorate-granting	46.1	22.7	14.4	10.3	6.5
Public doctorate-granting	55.4	22.7	12.1	6.0	3.7
Private not-for-profit 4-year nondoctorate-granting	66.4	13.5	7.3	6.1	6.7
Private not-for-profit doctorate-granting	72.6	14.1	6.4	4.2	2.7
Private for-profit	17.0	7.1	17.6	24.1	34.3
Other	13.7	17.6	33.3	16.1	19.3
Degree-granting institution type					
Public	45.5	24.2	15.5	8.8	6.0
Nondoctorate-granting	37.9	24.3	17.2	11.8	8.9
Doctorate-granting	48.7	24.1	14.9	7.6	4.8
Private not-for-profit	58.1	12.9	10.7	9.1	9.2
Nondoctorate-granting	52.3	11.4	11.6	12.0	12.7
Doctorate-granting	66.2	15.0	9.6	5.0	4.3
Private for-profit	13.8	8.0	19.8	26.4	32.0
Degree-granting institution region					
Northeast	63.0	14.7	9.7	7.7	5.0
Midwest	49.9	20.3	12.4	9.0	8.4
South	43.7	22.8	15.4	9.7	8.4
West	39.5	22.3	19.4	10.8	8.1
Outlying areas	38.8	26.3	19.9	8.7	6.3

See notes at end of table.

Table I.6. Percentage distribution of 1999–2000 bachelor's degree recipients according to age when received bachelor's degree, by selected student and institution characteristics—Continued

Student and institution characteristics	Age when received bachelor's degree				
	22 or younger	23–24	25–29	30–39	40 or older
Occupation					
Education (K–12 and other instructors)	48.8	23.3	12.6	8.6	6.7
Business and management	47.9	21.5	13.8	10.1	6.8
Engineering/architecture	52.3	25.4	9.8	7.7	4.8
Computer science	43.6	26.3	14.8	8.2	7.1
Medical professionals	37.7	16.1	17.9	14.1	14.2
Editors/writers/performers	55.6	18.6	13.8	7.3	4.6
Human/protective service professionals	45.3	15.9	18.8	9.7	10.3
Research, scientists, technical	54.1	19.5	12.8	7.0	6.6
Administrative/clerical/legal	56.2	18.9	10.0	6.7	8.3
Mechanics, laborers	35.6	26.5	17.0	12.1	8.8
Service industries	53.7	18.8	16.4	7.0	4.1
Other	40.1	14.4	14.8	17.6	13.1

‡Reporting standards not met.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table I.7. Percentage distribution of 1999–2000 bachelor's degree recipients according to marital status, by selected student and institution characteristics: 2001

Student and institution characteristics	Marital status				
	Single, never married	Married	Separated	Divorced	Widowed
Total	65.5	29.7	0.8	3.8	0.2
Gender					
Male	69.4	27.8	0.6	2.2	0.1
Female	62.6	31.2	0.9	5.0	0.4
Race/ethnicity					
White, non-Hispanic	64.0	31.3	0.7	3.8	0.2
Black/African American, non-Hispanic	67.3	24.7	1.3	6.7	0.1
Hispanic or Latino	64.0	30.5	1.5	3.1	0.9
Asian	79.9	19.4	#	0.5	0.2
American Indian/Alaska Native	44.0	49.4	#	6.6	#
Native Hawaiian/Pacific Islander	78.5	14.2	2.3	5.1	#
Other race[1]	79.6	18.5	0.7	1.2	#
More than one race	73.3	20.6	0.2	5.4	0.5
Disability status					
Does not have a disability	64.9	30.7	0.6	3.6	0.2
Has a disability	51.5	34.3	2.2	11.2	0.7
Parents' educational attainment					
Less than high school	44.9	41.7	2.7	8.4	2.3
High school or equivalency	54.0	38.5	1.3	6.0	0.2
Some postsecondary education	62.0	32.6	0.7	4.5	0.2
Bachelor's degree	71.3	25.5	0.6	2.6	#
Master's degree or equivalent	74.0	24.1	0.1	1.6	0.2
Doctoral/professional degree	82.6	15.5	0.1	1.8	#
Age at bachelor's completion					
22 or younger	83.4	16.4	#	0.2	#
23–24	71.0	27.0	0.6	1.4	0.1
25–29	50.7	42.1	1.4	5.7	0.2
30–39	23.9	59.7	2.3	14.2	#
40 or older	10.5	65.8	3.2	17.9	2.6
Current number of children					
None	76.6	20.4	0.4	2.4	0.2
One	21.3	65.6	2.4	10.2	0.5
Two	8.0	78.5	2.2	11.0	0.2
Three or more	2.7	84.3	2.8	9.3	1.0

See notes at end of table.

Table I.7. Percentage distribution of 1999–2000 bachelor's degree recipients according to marital status, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Marital status				
	Single, never married	Married	Separated	Divorced	Widowed
Distance from high school to current residence					
Less than 50 miles	66.2	28.8	0.8	4.0	0.1
50–199 miles	65.7	31.5	0.4	2.2	0.2
200–499 miles	69.5	26.8	0.7	2.8	0.2
500 miles or more	66.6	29.2	0.6	3.5	0.1
Distance from bachelor's institution to current residence					
Less than 50 miles	59.7	34.1	1.0	4.8	0.4
50–199 miles	70.8	26.0	0.5	2.7	0.1
200–499 miles	76.3	20.1	0.7	3.0	#
500 miles or more	68.1	28.9	0.5	2.5	0.1
First institution type					
Public 2-year	49.3	40.6	1.6	7.8	0.7
Public 4-year nondoctorate-granting	62.0	34.6	0.5	2.9	#
Public doctorate-granting	70.9	25.8	0.5	2.8	0.1
Private not-for-profit 4-year nondoctorate-granting	70.1	26.6	0.3	2.9	0.1
Private not-for-profit doctorate-granting	82.7	15.4	0.9	0.9	0.1
Private for-profit	41.0	41.3	2.5	14.8	0.5
Other	34.7	57.4	1.3	6.6	#
Degree-granting institution type					
Public	65.4	30.0	0.8	3.6	0.2
Nondoctorate-granting	58.4	35.2	1.1	5.0	0.2
Doctorate-granting	68.4	27.8	0.7	2.9	0.2
Private not-for-profit	66.9	28.2	0.7	4.0	0.3
Nondoctorate-granting	58.8	34.8	0.8	5.3	0.3
Doctorate-granting	78.2	19.0	0.6	2.1	0.2
Private for-profit	38.8	49.0	1.6	10.7	#
Degree-granting institution region					
Northeast	79.7	17.0	0.8	2.4	0.1
Midwest	62.5	33.2	0.4	3.7	0.1
South	58.3	36.0	1.1	4.3	0.4
West	63.0	31.0	0.8	5.0	0.3
Outlying areas	61.5	32.8	#	5.2	0.5

See notes at end of table.

Table I.7. Percentage distribution of 1999–2000 bachelor's degree recipients according to marital status, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Marital status				
	Single, never married	Married	Separated	Divorced	Widowed
Occupation					
Education (K–12 and other instructors)	57.9	37.0	1.4	3.6	0.1
Business and management	66.6	27.8	0.8	4.4	0.4
Engineering/architecture	66.3	31.6	0.2	1.9	#
Computer science	67.7	28.1	0.7	3.3	0.3
Medical professionals	48.4	43.8	0.9	6.6	0.3
Editors/writers/performers	78.0	19.8	0.5	1.5	0.3
Human/protective service professionals	59.2	34.4	0.7	5.6	0.1
Research, scientists, technical	69.8	26.8	0.5	2.8	#
Administrative/clerical/legal	70.6	24.7	0.6	3.7	0.3
Mechanics, laborers	66.0	30.4	1.1	2.5	#
Service industries	73.6	22.3	1.0	3.1	#
Other	49.0	44.2	#	6.8	#

#Rounds to zero.

†Respondents identified themselves as belonging to another race. See the glossary for details.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table I.8. Percentage distribution of 1999–2000 bachelor's degree recipients according to number of children, by selected student and institution characteristics: 2001

Student and institution characteristics	Number of children			
	None	One	Two	Three or more
Total	81.8	8.7	6.3	3.2
Gender				
Male	83.7	7.9	6.0	2.4
Female	80.3	9.4	6.6	3.8
Race/ethnicity				
White, non-Hispanic	83.2	7.8	6.0	2.9
Black/African American, non-Hispanic	64.3	18.7	11.3	5.8
Hispanic or Latino	78.1	10.2	8.6	3.2
Asian	92.7	3.6	1.5	2.2
American Indian/Alaska Native	65.9	10.5	17.3	6.4
Native Hawaiian/Pacific Islander	78.7	12.4	2.5	6.4
Other race[1]	88.3	7.0	2.8	1.9
More than one race	82.3	10.2	1.4	6.2
Disability status				
Does not have a disability	81.5	8.7	6.6	3.1
Has a disability	73.3	12.4	9.4	4.9
Parents' educational attainment				
Less than high school	60.0	19.7	13.5	6.8
High school or equivalency	71.5	13.1	10.8	4.6
Some postsecondary education	78.4	11.5	7.1	3.0
Bachelor's degree	87.9	6.2	3.7	2.2
Master's degree or equivalent	89.9	4.5	3.5	2.1
Doctoral/professional degree	93.5	3.4	2.3	0.8
Age at bachelor's completion				
22 or younger	95.9	3.3	0.6	0.2
23–24	87.7	9.7	2.0	0.6
25–29	71.5	15.5	8.6	4.4
30–39	40.1	16.6	29.7	13.7
40 or older	42.3	19.2	23.7	14.9
Current marital status				
Single, never married	96.2	2.9	0.8	0.1
Married	55.5	19.1	16.5	9.0
Separated	42.0	27.9	18.5	11.6
Divorced	51.3	23.0	18.0	7.7
Widowed	‡	‡	‡	‡

See notes at end of table.

Table I.8. Percentage distribution of 1999–2000 bachelor's degree recipients according to number of children, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Number of children			
	None	One	Two	Three or more
Distance from high school to current residence				
Less than 50 miles	80.8	9.8	6.5	3.0
50–199 miles	85.7	7.7	4.5	2.1
200–499 miles	87.1	6.8	4.2	1.9
500 miles or more	84.1	7.1	5.0	3.8
Distance from bachelor's institution to current residence				
Less than 50 miles	76.3	11.5	8.3	3.9
50–199 miles	86.6	6.9	3.9	2.6
200–499 miles	89.5	5.0	3.7	1.7
500 miles or more	86.9	5.0	5.2	3.0
First institution type				
Public 2-year	71.0	13.9	9.6	5.5
Public 4-year nondoctorate-granting	76.8	11.0	9.3	2.9
Public doctorate-granting	86.3	7.3	4.4	2.0
Private not-for-profit 4-year nondoctorate-granting	87.8	4.7	4.4	3.1
Private not-for-profit doctorate-granting	90.7	5.2	2.6	1.5
Private for-profit	55.8	9.6	21.3	13.3
Other	64.1	16.1	9.7	10.1
Degree-granting institution type				
Public	82.2	9.0	6.1	2.6
Nondoctorate-granting	75.2	12.2	9.6	3.1
Doctorate-granting	85.2	7.7	4.6	2.4
Private not-for-profit	82.2	7.6	6.3	3.9
Nondoctorate-granting	77.9	8.5	8.6	5.0
Doctorate-granting	88.0	6.4	3.2	2.4
Private for-profit	53.5	19.3	14.9	12.4
Degree-granting institution region				
Northeast	87.6	5.6	4.5	2.3
Midwest	82.0	8.1	7.3	2.7
South	78.1	10.6	7.3	4.1
West	80.6	10.5	5.4	3.5
Outlying areas	69.8	10.7	16.2	3.3

See notes at end of table.

Table I.8. Percentage distribution of 1999–2000 bachelor's degree recipients according to number of children, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Number of children			
	None	One	Two	Three or more
Occupation				
Education (K–12 and other instructors)	77.3	10.2	9.0	3.5
Business and management	82.2	9.2	5.1	3.5
Engineering/architecture	86.4	4.9	7.4	1.4
Computer science	81.5	11.3	5.9	1.3
Medical professionals	71.6	11.4	10.9	6.1
Editors/writers/performers	91.0	5.2	3.8	#
Human/protective service professionals	77.1	10.5	8.8	3.7
Research, scientists, technical	87.3	5.3	4.0	3.4
Administrative/clerical/legal	87.2	6.5	3.6	2.7
Mechanics, laborers	81.2	8.5	6.2	4.2
Service industries	87.9	7.4	3.8	0.9
Other	69.9	8.0	12.7	9.4

#Rounds to zero.

‡Reporting standards not met.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table I.9. Percentage distribution of 1999–2000 bachelor's degree recipients according to housing type, and percentage living with parents, by selected student and institution characteristics: 2001

Student and institution characteristics	Housing type			Living with parents
	Owns home	Pays rent	Neither	
Total	24.3	57.5	18.2	16.2
Gender				
Male	21.6	61.7	16.7	14.7
Female	26.2	54.4	19.4	17.3
Race/ethnicity				
White, non-Hispanic	25.6	57.7	16.7	14.4
Black/African American, non-Hispanic	20.4	59.6	20.0	18.6
Hispanic or Latino	24.5	51.9	23.6	21.7
Asian	13.8	58.8	27.5	26.3
American Indian/Alaska Native	34.3	57.7	8.0	6.1
Native Hawaiian/Pacific Islander	30.0	39.7	30.3	29.3
Other race[1]	16.3	61.3	22.4	20.8
More than one race	20.2	66.9	12.9	11.0
Disability status				
Does not have a disability	24.8	56.9	18.4	16.3
Has a disability	32.0	53.6	14.4	12.3
Parents' educational attainment				
Less than high school	45.6	43.2	11.2	9.9
High school or equivalency	33.1	49.7	17.3	15.2
Some postsecondary education	25.5	56.0	18.5	17.0
Bachelor's degree	19.5	61.8	18.8	16.4
Master's degree or equivalent	16.6	63.0	20.5	18.4
Doctoral/professional degree	12.0	71.3	16.7	13.9
Age at bachelor's completion				
22 or younger	10.9	65.2	23.9	21.7
23–24	18.3	62.8	19.0	17.7
25–29	31.6	55.7	12.7	10.2
30–39	58.4	34.6	7.0	4.3
40 or older	74.6	22.8	2.6	1.5
Current marital status				
Single, never married	7.4	67.5	25.2	23.5
Married	59.3	36.9	3.8	1.6
Separated	35.6	50.5	14.0	8.7
Divorced	35.8	52.1	12.1	7.8
Widowed	‡	‡	‡	‡

See notes at end of table.

Table I.9. Percentage distribution of 1999–2000 bachelor's degree recipients according to housing type, and percentage living with parents, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Housing type			Living with parents
	Owns home	Pays rent	Neither	
Current number of children				
None	16.1	63.4	20.5	18.6
One	50.0	41.5	8.5	6.8
Two	70.0	25.7	4.4	1.4
Three or more	73.5	22.9	3.6	0.5
Distance from high school to current residence				
Less than 50 miles	27.2	43.7	29.0	27.8
50–199 miles	22.6	73.1	4.3	2.4
200–499 miles	14.8	80.6	4.7	1.7
500 miles or more	16.4	77.0	6.6	2.9
Distance from bachelor's institution to current residence				
Less than 50 miles	31.0	50.1	18.8	17.4
50–199 miles	20.5	59.2	20.3	19.0
200–499 miles	13.8	68.8	17.4	14.9
500 miles or more	14.6	74.0	11.4	7.2
First institution type				
Public 2-year	37.0	49.1	13.9	12.4
Public 4-year nondoctorate-granting	28.4	53.4	18.2	16.7
Public doctorate-granting	20.2	61.5	18.4	16.5
Private not-for-profit 4-year nondoctorate-granting	19.9	58.2	21.8	18.1
Private not-for-profit doctorate-granting	11.5	65.6	22.9	21.1
Private for-profit	42.2	45.0	12.9	9.4
Other	40.9	49.7	9.4	4.9
Degree-granting institution type				
Public	24.4	58.2	17.4	15.7
Nondoctorate-granting	29.3	52.8	17.8	16.1
Doctorate-granting	22.3	60.5	17.2	15.5
Private not-for-profit	22.9	57.2	19.9	17.4
Nondoctorate-granting	29.8	51.6	18.5	15.7
Doctorate-granting	13.3	64.9	21.8	19.8
Private for-profit	46.7	35.6	17.7	10.3
Degree-granting institution region				
Northeast	14.7	58.6	26.7	25.1
Midwest	28.2	56.5	15.3	13.2
South	28.6	57.0	14.4	11.7
West	24.5	59.9	15.5	13.9
Outlying areas	23.2	34.4	42.4	41.5

See notes at end of table.

Table I.9. Percentage distribution of 1999–2000 bachelor's degree recipients according to housing type, and percentage living with parents, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Housing type			Living with parents
	Owns home	Pays rent	Neither	
Occupation				
Education (K–12 and other instructors)	28.2	53.1	18.7	16.5
Business and management	25.0	58.3	16.8	15.5
Engineering/architecture	23.2	68.7	8.1	7.5
Computer science	28.0	60.2	11.8	10.9
Medical professionals	39.9	45.1	15.1	13.8
Editors/writers/performers	13.6	64.8	21.5	21.0
Human/protective service professionals	25.9	55.8	18.3	14.5
Research, scientists, technical	18.0	71.1	10.9	10.1
Administrative/clerical/legal	18.3	64.1	17.6	16.2
Mechanics, laborers	22.9	55.0	22.1	19.0
Service industries	20.7	60.9	18.4	16.6
Other	26.7	54.4	18.9	6.0

‡Reporting standards not met.

†Respondents identified themselves as belonging to another race. See the glossary for details.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table I.10. Percentage distribution of 1999–2000 bachelor's degree recipients according to region of current residence, and percentage living in same state as bachelor's degree-granting institution, by selected student and institution characteristics: 2001

Student and institution characteristics	Region of current residence					Same state as bachelor's institution
	Northeast	Midwest	South	West	Outlying areas	
Total	25.0	22.8	31.7	19.2	1.2	69.2
Gender						
Male	24.8	22.8	31.5	19.7	1.3	66.8
Female	25.2	22.8	31.9	18.9	1.2	71.0
Race/ethnicity						
White, non-Hispanic	24.8	26.3	31.4	17.4	#	67.4
Black/African American, non-Hispanic	29.2	17.6	45.0	8.1	0.2	68.5
Hispanic or Latino	19.0	9.1	32.4	26.2	13.2	80.0
Asian	30.2	12.7	19.8	37.3	0.1	72.5
American Indian/Alaska Native	4.2	23.8	38.1	33.9	#	79.2
Native Hawaiian/Pacific Islander	14.8	11.4	11.2	61.0	1.6	82.9
Other race[1]	34.5	8.3	26.7	30.5	#	70.5
More than one race	32.4	8.9	29.3	26.7	2.8	75.7
Disability status						
Does not have a disability	24.7	23.4	31.8	18.9	1.1	69.6
Has a disability	22.7	19.7	32.1	23.6	2.0	74.3
Parents' educational attainment						
Less than high school	16.8	15.5	40.5	24.1	3.2	86.0
High school or equivalency	25.3	24.6	32.7	15.5	2.0	76.7
Some postsecondary education	23.9	24.8	32.6	18.2	0.4	73.9
Bachelor's degree	25.8	22.3	31.4	19.7	0.7	67.6
Master's degree or equivalent	25.2	22.5	30.3	21.8	0.1	60.8
Doctoral/professional degree	32.6	18.9	26.8	21.4	0.4	55.9
Age at bachelor's completion						
22 or younger	31.6	23.2	28.0	16.3	0.9	62.8
23–24	19.0	22.3	34.7	22.4	1.6	71.5
25–29	17.8	21.0	35.7	23.8	1.8	75.4
30–39	20.9	23.2	34.6	20.1	1.3	78.1
40 or older	16.8	24.3	37.3	20.5	1.1	82.2
Current marital status						
Single, never married	30.3	21.8	27.8	18.9	1.2	66.1
Married	14.9	25.1	39.4	19.4	1.2	75.0
Separated	24.8	14.5	44.5	16.2	#	82.4
Divorced	14.4	24.5	36.1	23.2	1.9	75.5
Widowed	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table I.10. Percentage distribution of 1999–2000 bachelor's degree recipients according to region of current residence, and percentage living in same state as bachelor's degree-granting institution, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Region of current residence					Same state as bachelor's institution
	Northeast	Midwest	South	West	Outlying areas	
Current number of children						
None	26.1	23.1	30.5	19.8	0.5	66.8
One	16.1	22.0	39.0	22.1	0.9	83.7
Two	18.1	27.7	37.6	15.2	1.4	77.7
Three or more	16.9	18.4	43.9	20.1	0.7	80.3
Distance from high school to current residence						
Less than 50 miles	28.9	25.1	27.9	17.2	0.9	83.5
50–199 miles	21.3	28.0	36.2	14.4	0.2	75.7
200–499 miles	19.5	25.4	38.1	17.0	#	51.6
500 miles or more	14.8	14.6	37.2	33.0	0.4	30.0
Distance from bachelor's institution to current residence						
Less than 50 miles	27.3	22.6	29.6	18.5	2.1	95.3
50–199 miles	23.8	29.6	34.7	11.8	0.1	72.2
200–499 miles	24.4	19.5	36.5	19.6	#	32.7
500 miles or more	16.8	15.8	32.3	34.5	0.6	1.0
First institution type						
Public 2-year	15.8	19.9	36.0	28.2	0.2	79.4
Public 4-year nondoctorate-granting	29.3	22.6	31.3	15.8	1.0	76.4
Public doctorate-granting	18.7	25.1	37.4	18.1	0.7	69.4
Private not-for-profit 4-year nondoctorate-granting	32.6	26.0	24.8	12.7	4.0	60.9
Private not-for-profit doctorate-granting	43.0	17.8	17.9	20.1	1.2	53.6
Private for-profit	21.7	22.1	33.4	22.8	#	67.7
Other	20.6	19.9	29.9	25.9	3.7	70.5
Degree-granting institution type						
Public	20.1	22.5	35.9	20.8	0.7	74.0
Nondoctorate-granting	27.8	19.9	29.2	22.3	0.7	78.7
Doctorate-granting	16.8	23.6	38.8	20.1	0.7	72.0
Private not-for-profit	35.6	23.5	22.7	15.8	2.3	59.7
Nondoctorate-granting	29.9	28.4	25.3	13.1	3.4	63.5
Doctorate-granting	43.7	16.7	19.2	19.6	0.9	54.5
Private for-profit	5.2	18.3	48.3	28.2	#	73.0
Degree-granting institution region						
Northeast	87.8	2.3	6.0	3.9	#	64.2
Midwest	4.2	82.1	8.0	5.7	#	66.0
South	4.9	4.2	86.0	4.6	0.2	70.9
West	3.8	3.5	4.1	88.4	0.2	76.5
Outlying areas	2.9	3.4	5.4	#	88.3	86.2

See notes at end of table.

Table I.10. Percentage distribution of 1999–2000 bachelor's degree recipients according to region of current residence, and percentage living in same state as bachelor's degree-granting institution, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Region of current residence					Same state as bachelor's institution
	Northeast	Midwest	South	West	Outlying areas	
Occupation						
Education (K–12 and other instructors)	22.1	23.4	35.7	18.0	0.8	75.7
Business and management	25.7	23.4	31.9	18.6	0.4	71.3
Engineering/architecture	24.2	25.4	27.0	23.2	0.2	60.1
Computer science	26.1	21.1	29.5	23.2	0.1	69.9
Medical professionals	20.2	32.7	33.2	13.5	0.5	76.1
Editors/writers/performers	32.2	19.0	27.2	21.1	0.5	68.3
Human/protective service professionals	25.2	22.7	32.5	19.4	0.3	77.1
Research, scientists, technical	23.5	19.3	32.0	23.8	1.5	59.0
Administrative/clerical/legal	28.0	20.1	32.3	19.1	0.6	69.5
Mechanics, laborers	19.3	29.5	30.6	19.6	1.0	72.7
Service industries	23.5	23.6	31.7	20.7	0.5	67.3
Other	15.0	24.6	47.5	12.2	0.7	37.4

#Rounds to zero.

‡Reporting standards not met.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table I.11. Percentage distribution of 1999–2000 bachelor's degree recipients according to distance from high school to current residence, by selected student and institution characteristics: 2001

Student and institution characteristics	Distance from high school to current residence			
	Less than 50 miles	50–199 miles	200–499 miles	500 miles or more
Total	56.9	17.0	10.9	15.2
Gender				
Male	53.8	17.4	11.6	17.2
Female	59.2	16.8	10.4	13.7
Race/ethnicity				
White, non-Hispanic	54.7	18.4	11.0	15.9
Black/African American, non-Hispanic	62.0	13.4	13.3	11.3
Hispanic or Latino	66.3	10.5	10.4	12.9
Asian	65.1	12.6	8.5	13.7
American Indian/Alaska Native	65.9	9.7	15.5	8.8
Native Hawaiian/Pacific Islander	64.9	14.0	4.8	16.4
Other race[1]	59.5	19.6	5.9	15.0
More than one race	64.7	13.0	7.0	15.4
Disability status				
Does not have a disability	57.2	17.3	11.3	14.2
Has a disability	57.9	15.2	9.6	17.3
Parents' educational attainment				
Less than high school	64.0	13.5	10.5	12.0
High school or equivalency	65.3	16.0	7.8	10.9
Some postsecondary education	59.4	17.5	10.3	12.8
Bachelor's degree	54.6	18.0	12.2	15.2
Master's degree or equivalent	51.5	19.2	11.4	17.9
Doctoral/professional degree	42.7	15.6	17.2	24.5
Age at bachelor's completion				
22 or younger	53.7	19.3	11.7	15.3
23–24	58.1	16.4	12.4	13.1
25–29	61.4	13.1	8.3	17.2
30–39	63.1	14.4	6.7	15.8
40 or older	62.7	11.7	9.7	15.9
Current marital status				
Single, never married	56.6	16.9	11.4	15.2
Married	56.3	18.5	10.0	15.2
Separated	66.4	9.8	10.5	13.3
Divorced	65.2	10.8	8.7	15.3
Widowed	‡	‡	‡	‡

See notes at end of table.

Table I.11. Percentage distribution of 1999–2000 bachelor's degree recipients according to distance from high school to current residence, by selected student and institution characteristics: 2001 —Continued

Student and institution characteristics	Distance from high school to current residence			
	Less than 50 miles	50–199 miles	200–499 miles	500 miles or more
Current number of children				
None	55.5	17.7	11.4	15.4
One	64.1	15.1	8.5	12.3
Two	65.1	13.5	8.1	13.4
Three or more	59.4	12.9	7.5	20.3
Distance from bachelor's institution to current residence				
Less than 50 miles	70.3	15.1	7.1	7.5
50–199 miles	57.8	30.7	7.0	4.5
200–499 miles	37.8	13.4	40.2	8.7
500 miles or more	17.6	4.6	6.9	71.0
First institution type				
Public 2-year	63.5	15.3	7.9	13.3
Public 4-year nondoctorate-granting	62.2	16.7	10.0	11.1
Public doctorate-granting	53.7	18.7	11.6	16.0
Private not-for-profit 4-year nondoctorate-granting	55.5	20.0	11.7	12.8
Private not-for-profit doctorate-granting	51.0	13.3	12.2	23.6
Private for-profit	62.7	10.9	14.5	11.9
Other	63.8	10.6	7.6	18.0
Degree-granting institution type				
Public	57.3	18.2	10.5	14.0
Nondoctorate-granting	64.4	16.3	8.8	10.6
Doctorate-granting	54.2	19.1	11.2	15.5
Private not-for-profit	56.0	15.1	11.7	17.3
Nondoctorate-granting	58.6	16.2	11.9	13.3
Doctorate-granting	52.3	13.4	11.4	22.8
Private for-profit	63.5	8.4	8.2	19.9
Degree-granting institution region				
Northeast	65.8	14.4	9.2	10.6
Midwest	55.4	18.6	11.6	14.5
South	51.5	20.0	12.3	16.2
West	56.1	13.3	9.9	20.7
Outlying areas	76.8	4.7	#	18.5

See notes at end of table.

Table I.11. Percentage distribution of 1999–2000 bachelor's degree recipients according to distance from high school to current residence, by selected student and institution characteristics: 2001 —Continued

Student and institution characteristics	Distance from high school to current residence			
	Less than 50 miles	50–199 miles	200–499 miles	500 miles or more
Occupation				
Education (K–12 and other instructors)	63.3	17.2	8.9	10.6
Business and management	59.9	15.1	11.1	13.9
Engineering/architecture	41.3	23.0	16.8	18.9
Computer science	53.4	16.1	14.5	16.0
Medical professionals	58.5	17.6	10.5	13.4
Editors/writers/performers	56.9	15.7	7.9	19.6
Human/protective service professionals	68.2	14.7	7.3	9.8
Research, scientists, technical	39.7	20.7	14.1	25.6
Administrative/clerical/legal	56.3	17.8	10.7	15.3
Mechanics, laborers	62.8	13.8	8.3	15.2
Service industries	54.4	21.4	8.8	15.4
Other	35.8	13.4	12.6	38.2

#Rounds to zero.

‡Reporting standards not met.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table I.12. Percentage distribution of 1999–2000 bachelor's degree recipients according to military status, by selected student and institution characteristics: 2001

Student and institution characteristics	Military status		
	Veteran	Active duty/reserves	No military service
Total	3.5	2.2	94.3
Gender			
Male	6.4	4.3	89.3
Female	1.4	0.6	97.9
Race/ethnicity			
White, non-Hispanic	3.4	2.0	94.6
Black/African American, non-Hispanic	4.8	5.0	90.2
Hispanic or Latino	5.1	1.6	93.3
Asian	1.3	2.3	96.4
American Indian/Alaska Native	4.2	2.7	93.1
Native Hawaiian/Pacific Islander	1.2	3.5	95.3
Other race[1]	2.6	0.6	96.8
More than one race	2.1	1.4	96.5
Disability status			
Does not have a disability	3.1	2.0	94.9
Has a disability	11.9	1.5	86.6
Parents' educational attainment			
Less than high school	12.3	2.0	85.7
High school or equivalency	6.5	2.9	90.6
Some postsecondary education	4.1	2.2	93.7
Bachelor's degree	1.7	2.0	96.3
Master's degree or equivalent	1.7	1.4	96.9
Doctoral/professional degree	1.0	1.2	97.8
Age at bachelor's completion			
22 or younger	0.1	1.2	98.7
23–24	1.0	2.3	96.7
25–29	6.7	3.0	90.3
30–39	11.7	5.6	82.7
40 or older	17.0	2.4	80.6
Current marital status			
Single, never married	1.1	1.3	97.6
Married	7.0	3.8	89.2
Separated	15.2	5.6	79.1
Divorced	12.0	3.2	84.9
Widowed	‡	‡	‡

See notes at end of table.

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Table I.12. Percentage distribution of 1999–2000 bachelor's degree recipients according to military status, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Military status		
	Veteran	Active duty/reserves	No military service
Current number of children			
None	2.0	1.7	96.3
One	8.4	3.6	88.0
Two	12.7	4.3	83.0
Three or more	9.0	6.8	84.1
Distance from high school to current residence			
Less than 50 miles	2.2	1.1	96.7
50–199 miles	3.2	1.9	94.9
200–499 miles	4.0	2.2	93.8
500 miles or more	5.5	5.9	88.6
Distance from bachelor's institution to current residence			
Less than 50 miles	4.0	1.6	94.4
50–199 miles	2.5	1.2	96.3
200–499 miles	3.1	2.2	94.7
500 miles or more	4.5	6.4	89.1
First institution type			
Public 2-year	5.7	2.7	91.6
Public 4-year nondoctorate-granting	2.8	1.7	95.5
Public doctorate-granting	2.7	2.2	95.1
Private not-for-profit 4-year nondoctorate-granting	2.9	2.8	94.4
Private not-for-profit doctorate-granting	1.1	1.4	97.5
Private for-profit	17.7	#	82.3
Other	7.3	#	92.7
Degree-granting institution type			
Public	3.4	2.2	94.5
Nondoctorate-granting	4.2	1.7	94.1
Doctorate-granting	3.0	2.4	94.6
Private not-for-profit	3.4	2.2	94.4
Nondoctorate-granting	4.6	2.8	92.7
Doctorate-granting	1.8	1.4	96.8
Private for-profit	14.6	1.9	83.5
Degree-granting institution region			
Northeast	2.5	1.3	96.2
Midwest	3.3	2.6	94.1
South	4.4	3.0	92.6
West	3.7	1.4	94.9
Outlying areas	1.0	3.4	95.6

See notes at end of table.

Table I.12. Percentage distribution of 1999–2000 bachelor's degree recipients according to military status, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Military status		
	Veteran	Active duty/reserves	No military service
Occupation			
Education (K–12 and other instructors)	1.9	0.5	97.6
Business and management	4.3	2.3	93.5
Engineering/architecture	3.5	3.3	93.2
Computer science	6.9	1.2	91.9
Medical professionals	4.4	1.9	93.7
Editors/writers/performers	1.3	1.2	97.6
Human/protective service professionals	5.2	4.5	90.4
Research, scientists, technical	4.3	3.5	92.2
Administrative/clerical/legal	3.0	1.7	95.4
Mechanics, laborers	5.8	2.8	91.4
Service industries	1.9	0.7	97.4
Other	6.3	48.2	45.5

#Rounds to zero.

‡Reporting standards not met.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

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Section II: Undergraduate Experiences

Undergraduate Major

- Among 1999–2000 bachelor's degree recipients, males were more likely than females to have majored in business/management, engineering, vocational/technical fields, and computer/information sciences, while females were more likely to have majored in education, health, social/behavioral sciences, and humanities (table II.1).
- Asian bachelor's degree recipients were more likely to have majored in engineering but less likely to have majored in education than their White, non-Hispanic, Black, non-Hispanic, or Hispanic counterparts. However, no differences were detected among the latter three racial/ethnic groups (table II.1).
- Bachelor's degree recipients age 40 or older were more likely than those who were under 30 to have majored in business/management (table II.1).
- Among 1999–2000 bachelor's degree recipients, those with scores above 1200 on the SAT were less likely than others to have majored in either business/management or education (table II.1).

Undergraduate Performance

- Among 1999–2000 bachelor's degree recipients, men were more likely than women to have a cumulative undergraduate grade-point average (GPA) of 2.00–2.99, but less likely to have a GPA of 3.50 or higher (table II.2). Similar gender relationships were observed for their GPA in their undergraduate major (table II.3).
- Bachelor's degree recipients who graduated from public institutions were more likely than those who graduated from private not-for-profit institutions to have a cumulative GPA of 2.00–2.99. The reverse was true for a GPA of 3.50 or higher (table II.2). A similar pattern was found for graduates' GPA in their undergraduate major (table II.3).
- Compared with 1999–2000 bachelor's degree recipients under age 40, those who were 40 years old or older were less likely to have a GPA of 2.50–3.49 in their undergraduate major and more likely to have a GPA of 3.50 or higher (table II.3).

Institutions and Enrollment

- Compared with graduates who were not disabled, 1999–2000 college graduates with disabilities were less likely to have begun postsecondary education at public doctorate-

granting institutions and more likely to have done so at public 2-year, private for-profit, or other institutions (table II.4).

- Among 1999–2000 bachelor's degree recipients, those with higher combined SAT scores were more likely than those with lower scores to have entered college at private not-for-profit doctorate-granting institutions and less likely to have first enrolled at public 2-year institutions (table II.4). However, those with the highest SAT scores (above 1200) were more likely to begin at public doctorate-granting institutions than at any other type of institution.
- Among 1999–2000 bachelor's degree recipients, those whose parents had a bachelor's degree or above were less likely than their counterparts to have stopped out for 36 months or more (table II.5).
- Among 1999–2000 graduates, those who majored in business/management or health were more likely than graduates overall to have stopped out for 36 months or more, and those with life science and other technical/professional majors were less likely than average to have done so (table II.5).
- Those 1999–2000 college graduates who scored 1000 or above on their SATs were more likely than their counterparts to have had no stopouts lasting 4 months or more and were less likely to have stopped out for 1 year or more (table II.5).
- Bachelor's degree recipients in 1999–2000 who had a disability were more likely than their counterparts without disabilities to have attended three or more undergraduate institutions before attaining a bachelor's degree and less likely to have attended only one institution (table II.6).
- Among 1999–2000 bachelor's degree recipients, those who did not take the SAT or did not report their scores were more likely than their counterparts to have attended two or more undergraduate institutions and less likely to have attended just one institution (table II.6). In contrast, those with combined SAT scores above 1200 were less likely to have attended more than one institution and more likely to have attended one institution.
- Among 1999–2000 bachelor's degree recipients, those who had a disability were more likely than others to have attained some degree or certificate before finishing the bachelor's degree. In particular, graduates with disabilities were more likely than others to have earned an associate's degree before completing the bachelor's degree (table II.7).
- Those 1999–2000 bachelor's degree recipients whose parents had a bachelor's degree or above were more likely than those with less educated parents to have had no prior attainment and less likely to have completed an associate's degree (table II.7).
- Among 1999–2000 bachelor's degree recipients, those whose parents had a doctoral/professional degree were more likely than their counterparts to graduate from private not-for-profit doctorate-granting institutions. However, they were less likely to graduate from public nondoctorate-granting institutions (table II.8).

- Compared with the average of 1999–2000 bachelor's degree recipients, those who had majored in education were less likely to graduate from public doctorate-granting institutions. Those whose undergraduate major was engineering, other technical/professional fields, or life sciences were more likely than average to receive their degree from such institutions (table II.8).
- Those 1999–2000 bachelor's degree recipients who had borrowed more than $30,000 were more likely than those whose total undergraduate debt was $5,000 or less to obtain their degree from private not-for-profit institutions. They were less likely to have graduated from public institutions (table II.8).

Time to Degree

- Compared with 1999–2000 bachelor's degree recipients without disabilities, those with disabilities were less likely to enter postsecondary education within 1 year of high school graduation and more likely to take 5 years or more to enter college (table II.9).
- Those 1999–2000 bachelor's degree recipients who did not take the SAT exam or did not report their scores were less likely than their counterparts with reported SAT scores to enter postsecondary education less than 1 year after high school graduation, and they were more likely to wait a year or longer (table II.9).
- Those 1999–2000 bachelor's degree recipients who graduated from private for-profit institutions were more likely to have delayed their postsecondary education for 5 years or more and less likely to have enrolled less than 1 year after high school graduation, compared with those who received a bachelor's degree from public or private not-for-profit institutions (table II.9).
- Female college graduates were more likely than male graduates to have completed the bachelor's degree within 4 years of high school completion (table II.10). Women were also more likely than men to have completed a bachelor's degree within 4 years of entering postsecondary education (table II.11).
- Bachelor's degree recipients who had not borrowed for their undergraduate education were generally more likely than those who had borrowed to complete the bachelor's degree within 4 years of high school completion (table II.10).
- Asian and White, non-Hispanic students were more likely than Black, non-Hispanic and Hispanic students to have completed a bachelor's degree within 4 years of starting postsecondary education (table II.11). Black, non-Hispanic and Hispanic students were more likely than Asian and White, non-Hispanic students to have taken more than 6 years to complete the degree.
- For 1999–2000 bachelor's degree recipients, having a disability lengthened the time between postsecondary entry and degree completion from 6 years and 9 months (81 months) to 9 years and 7 months (115 months), on average (table II.12). This longer time to completion was also observed among graduates with disabilities from public and private not-for-profit institutions separately.

Table II.1. Percentage distribution of 1999–2000 bachelor's degree recipients according to undergraduate major, by selected student and institution characteristics

Student and institution characteristics	Undergraduate major											
	Business management	Education	Engineering	Health	Vocational/ technical	Other technical/professional	Social/ behavioral sciences	Humanities	Life sciences	Physical sciences	Math	Computer/ information science
Total	21.1	8.9	5.8	7.9	2.4	7.6	18.3	16.5	6.0	1.7	1.0	2.9
Gender												
Male	25.3	4.9	11.4	4.4	3.4	6.9	15.4	14.3	6.2	2.1	0.9	4.8
Female	17.9	11.8	1.7	10.5	1.6	8.1	20.5	18.0	5.8	1.4	1.0	1.6
Race/ethnicity												
White, non-Hispanic	21.1	9.7	5.5	8.2	2.4	7.9	17.1	17.1	5.8	1.7	1.1	2.4
Black/African American, non-Hispanic	22.8	8.9	4.0	9.2	4.4	7.8	22.0	11.2	5.5	1.1	0.2	3.0
Hispanic or Latino	19.0	9.2	5.7	5.8	2.0	6.3	22.4	19.7	4.7	0.8	0.3	4.1
Asian	23.8	0.9	12.5	5.9	0.6	4.7	16.1	13.8	8.9	2.3	1.8	8.8
American Indian/Alaska Native	10.8	8.7	8.5	5.3	0.7	8.1	30.2	9.8	8.9	2.5	1.1	5.4
Native Hawaiian/Pacific Islander	15.9	1.2	1.4	15.5	0.5	10.5	27.8	16.6	8.6	#	#	2.0
Other race[1]	16.2	1.3	6.9	7.8	#	6.5	26.3	15.7	12.3	2.8	#	4.4
More than one race	23.9	3.7	5.3	7.5	2.0	8.9	28.1	9.4	4.6	4.7	0.5	1.4
Disability status												
Does not have a disability	21.5	8.8	6.1	7.9	2.7	7.0	18.2	16.0	6.1	2.0	0.9	2.8
Has a disability	19.3	9.1	3.0	7.9	3.3	7.0	20.1	21.1	4.4	0.7	0.5	3.6
Parents' educational attainment												
Less than high school	26.2	11.4	3.3	11.4	2.4	2.2	21.9	13.8	2.3	0.7	1.2	3.2
High school or equivalency	23.8	10.9	6.1	9.4	2.9	6.2	17.2	14.0	4.4	1.1	0.7	3.4
Some postsecondary education	19.6	10.1	4.7	8.9	3.3	7.1	19.6	16.6	5.2	1.6	0.6	2.7
Bachelor's degree	22.8	7.8	6.2	6.9	2.4	9.1	17.1	15.3	7.1	1.7	1.0	2.7
Master's degree or equivalent	18.7	7.4	6.3	5.5	2.5	8.1	20.3	18.3	6.6	2.4	1.0	3.0
Doctoral/professional degree	15.1	4.5	7.2	5.7	0.3	7.3	20.7	23.0	8.6	3.3	2.1	2.2

See notes at end of table.

Table II.1. Percentage distribution of 1999–2000 bachelor's degree recipients according to undergraduate major, by selected student and institution characteristics—Continued

Student and institution characteristics	Undergraduate major											
	Business management	Education	Engineering	Health	Vocational/technical	Other technical/professional	Social/behavioral sciences	Humanities	Life sciences	Physical sciences	Math	Computer/information science
Age at bachelor's completion												
22 or younger	18.0	8.0	5.9	6.7	2.1	8.2	21.6	17.3	6.9	2.0	1.3	2.0
23–24	20.3	11.5	7.0	7.0	2.7	8.8	15.6	14.6	6.7	1.5	0.8	3.6
25–29	21.9	8.7	6.0	9.4	2.5	7.5	15.0	17.8	5.4	1.6	0.4	4.0
30–39	28.9	8.6	5.2	11.0	2.4	4.4	15.0	13.9	3.4	1.6	1.0	4.6
40 or older	32.2	7.8	3.0	12.3	3.0	4.5	14.3	16.6	2.1	0.5	0.4	3.2
Combined SAT scores												
No exam taken or no score reported	26.1	6.9	5.4	9.5	2.5	5.7	15.5	17.3	4.5	1.4	0.5	4.8
Below 1000	21.1	15.8	3.1	8.4	4.0	10.0	17.4	13.1	3.9	0.6	0.5	2.1
1000–1200	20.4	9.1	5.4	7.9	1.8	8.7	20.5	15.3	6.6	1.6	0.9	1.7
Above 1200	13.5	2.9	10.8	4.6	0.8	6.0	20.9	21.2	10.3	3.7	2.5	2.9
First institution type												
Public 2-year	23.0	11.6	5.2	7.8	2.9	7.5	16.8	13.7	6.2	1.2	0.3	3.8
Public 4-year nondoctorate-granting	21.3	13.6	3.1	8.7	3.5	7.6	15.8	16.5	4.7	1.7	0.9	2.6
Public doctorate-granting	20.7	6.8	8.1	8.7	2.0	9.1	18.1	14.4	6.6	1.6	1.3	2.6
Private not-for-profit 4-year nondoctorate-granting	20.4	10.7	2.4	6.6	2.6	5.5	19.6	21.0	6.1	2.3	1.0	1.9
Private not-for-profit doctorate-granting	16.2	3.8	7.6	6.2	1.3	6.9	24.9	21.4	6.0	1.9	1.5	2.5
Private for-profit	43.8	5.4	2.7	4.5	2.3	8.0	15.3	9.4	2.8	#	#	5.8
Other	16.5	9.9	2.0	20.6	3.3	5.5	13.4	22.6	4.5	#	0.7	1.0
Number of institutions attended												
One	18.4	8.4	7.0	6.4	2.5	8.2	20.4	16.6	6.5	1.7	1.3	2.6
Two	23.6	9.7	5.5	8.5	2.1	7.6	17.1	14.5	6.1	1.8	0.9	2.8
Three	20.4	8.3	4.7	9.2	2.5	7.1	17.1	19.3	5.4	1.3	0.5	4.2
Four or more	25.3	8.7	3.5	11.4	2.8	5.2	15.3	18.9	3.7	2.2	0.3	2.8

See notes at end of table.

Table II.1. Percentage distribution of 1999–2000 bachelor's degree recipients according to undergraduate major, by selected student and instiution characteristics—Continued

Student and institution characteristics	Undergraduate major											
	Business management	Education	Engineering	Health	Vocational/technical	Other technical/professional	Social/behavioral sciences	Humanities	Life sciences	Physical sciences	Math	Computer/information science
Cumulative undergraduate GPA												
Less than 2.00	16.1	15.4	2.6	1.8	1.0	9.1	28.3	21.9	1.1	#	#	2.8
2.00–2.49	28.1	4.2	5.5	5.4	2.5	10.5	22.1	12.4	5.4	1.1	0.3	2.5
2.50–2.99	22.2	8.0	8.1	7.1	2.9	9.2	19.2	13.3	5.1	1.5	0.7	2.8
3.00–3.49	20.9	10.2	5.2	9.3	2.3	7.2	17.0	15.4	6.7	1.5	1.0	3.3
3.50 or higher	18.7	9.7	4.8	8.2	2.0	5.8	17.2	20.6	6.1	2.5	1.3	2.9
Degree-granting institution type												
Public	19.8	9.3	7.0	8.3	2.6	8.6	18.0	14.7	6.4	1.7	1.0	2.8
Nondoctorate-granting	22.1	14.0	3.1	7.7	3.5	7.9	15.9	16.1	4.7	1.5	0.8	2.8
Doctorate-granting	18.8	7.4	8.6	8.5	2.2	8.9	18.9	14.1	7.1	1.8	1.0	2.8
Private not-for-profit	21.8	8.3	3.8	7.6	2.1	5.7	19.8	20.1	5.5	1.7	1.0	2.7
Nondoctorate-granting	24.9	11.3	2.0	7.6	2.6	4.7	17.8	18.6	5.2	1.7	0.8	3.0
Doctorate-granting	17.4	4.2	6.4	7.5	1.4	7.1	22.7	22.1	5.9	1.7	1.3	2.4
Private for-profit	60.6	1.0	1.5	2.0	#	5.9	#	14.2	#	#	#	14.9
Total undergraduate debt												
Did not borrow	23.4	7.5	7.1	7.1	2.2	7.2	16.5	16.6	6.5	2.0	1.2	2.7
$5,000 or less	21.3	10.6	5.1	7.4	2.2	7.8	18.0	16.6	5.9	1.0	0.4	3.7
$5,001–10,000	20.5	8.9	5.9	7.9	2.7	7.8	19.5	13.6	6.6	2.1	0.5	4.0
$10,001–20,000	21.1	9.7	4.7	7.1	2.4	7.1	20.4	16.1	6.0	1.9	1.0	2.7
$20,001–30,000	17.1	10.5	6.3	10.3	2.8	7.7	18.4	16.0	5.7	1.1	1.2	3.0
More than $30,000	13.3	9.8	5.3	13.1	3.1	8.2	18.4	19.6	3.8	1.5	0.9	3.2

#Rounds to zero.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table II.2. Percentage distribution of 1999–2000 bachelor's degree recipients according to cumulative undergraduate grade-point average, by selected student and institution characteristics

Student and institution characteristics	Cumulative undergraduate grade-point average				
	Less than 2.00	2.00–2.49	2.50–2.99	3.00–3.49	3.50 or higher
Total	0.7	9.5	24.9	36.0	29.0
Gender					
Male	0.7	12.3	28.1	35.3	23.6
Female	0.7	7.4	22.5	36.5	32.9
Race/ethnicity					
White, non-Hispanic	0.3	8.2	23.8	36.5	31.1
Black/African American, non-Hispanic	3.8	20.3	30.2	29.3	16.4
Hispanic or Latino	1.4	10.3	29.7	35.2	23.4
Asian	0.5	9.1	25.2	38.4	26.8
American Indian/Alaska Native	#	17.3	27.8	32.7	22.2
Native Hawaiian/Pacific Islander	#	6.0	38.0	38.3	17.6
Other race[1]	0.9	13.8	22.6	29.8	32.9
More than one race	#	5.9	16.4	46.0	31.7
Disability status					
Does not have a disability	0.6	8.8	24.0	36.2	30.4
Has a disability	0.6	9.1	25.5	33.6	31.2
Parents' educational attainment					
Less than high school	1.6	12.2	25.0	37.1	24.2
High school or equivalency	0.8	10.2	25.2	34.2	29.7
Some postsecondary education	1.0	9.1	25.4	37.9	26.7
Bachelor's degree	0.3	9.1	26.5	35.7	28.4
Master's degree or equivalent	0.5	8.6	22.8	36.1	32.1
Doctoral/professional degree	0.2	4.6	22.2	36.8	36.3
Age at bachelor's completion					
22 or younger	0.3	6.6	24.2	39.2	29.7
23–24	0.7	14.3	31.4	36.4	17.3
25–29	1.5	14.8	28.2	29.9	25.7
30–39	1.6	8.7	18.0	32.0	39.7
40 or older	1.0	6.3	14.1	30.0	48.6
Undergraduate major					
Business/management	0.5	12.5	26.0	35.4	25.5
Education	1.2	4.4	22.2	40.8	31.4
Engineering	0.3	9.0	34.5	32.2	24.0
Health	0.2	6.4	22.0	41.8	29.7
Other technical/professional	0.8	13.1	30.0	33.9	22.1
Social/behavioral sciences	1.1	11.5	26.4	33.7	27.4
Humanities	1.0	7.3	20.5	34.3	36.9
Life sciences	0.1	8.5	21.3	40.2	29.8
Physical sciences	#	6.0	21.0	30.9	42.1
Math	#	3.0	18.2	38.6	40.2
Computer/information science	0.7	8.0	23.5	39.7	28.2
Vocational/technical	0.3	10.0	30.3	35.3	24.2

See notes at end of table.

Table II.2. Percentage distribution of 1999–2000 bachelor's degree recipients according to cumulative undergraduate grade-point average, by selected student and institution characteristics —Continued

Student and institution characteristics	Cumulative undergraduate grade-point average				
	Less than 2.00	2.00–2.49	2.50–2.99	3.00–3.49	3.50 or higher
Combined SAT scores					
No exam taken or no score reported	1.2	10.1	20.2	32.4	36.1
Below 1000	1.0	15.6	37.2	33.8	12.3
1000–1200	0.3	7.2	25.9	42.1	24.5
Above 1200	#	3.7	15.2	35.5	45.6
First institution type					
Public 2-year	0.8	10.2	24.8	35.1	29.2
Public 4-year nondoctorate-granting	0.5	11.2	27.3	37.5	23.5
Public doctorate-granting	0.9	10.2	27.8	36.9	24.3
Private not-for-profit 4-year nondoctorate-granting	0.3	9.5	21.9	35.1	33.3
Private not-for-profit doctorate-granting	0.9	6.5	20.6	36.3	35.8
Private for-profit	1.9	8.4	14.1	39.9	35.7
Other	#	2.7	16.9	40.9	39.5
Number of institutions attended					
One	0.5	8.8	26.3	39.8	24.7
Two	0.4	9.9	25.4	33.4	30.8
Three	1.4	11.4	23.0	32.8	31.4
Four or more	1.7	7.3	19.3	33.9	38.0
Degree-granting institution type					
Public	0.9	11.2	28.1	35.7	24.2
Nondoctorate-granting	0.9	12.4	28.2	35.3	23.3
Doctorate-granting	0.8	10.6	28.1	35.9	24.6
Private not-for-profit	0.4	6.4	19.4	36.7	37.1
Nondoctorate-granting	0.5	7.0	19.0	36.6	36.9
Doctorate-granting	0.2	5.5	20.0	36.9	37.5
Private for-profit	1.7	5.0	8.4	30.7	54.3
Total undergraduate debt					
Did not borrow	0.5	7.7	22.6	35.0	34.2
$5,000 or less	0.7	9.5	23.0	37.7	29.1
$5,001–10,000	1.3	10.8	24.3	34.1	29.6
$10,001–20,000	0.3	9.5	26.4	37.0	26.8
$20,001–30,000	1.0	11.7	28.7	33.2	25.3
More than $30,000	1.2	10.0	26.1	40.3	22.4

#Rounds to zero.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table II.3. Percentage distribution of 1999–2000 bachelor's degree recipients according to grade-point average in undergraduate major, by selected student and institution characteristics

Student and institution characteristics	Grade-point average in undergraduate major				
	Less than 2.00	2.00–2.49	2.50–2.99	3.00–3.49	3.50 or higher
Total	0.3	2.3	13.4	35.1	49.0
Gender					
Male	0.4	2.9	15.9	38.3	42.6
Female	0.2	1.9	11.6	32.6	53.8
Race/ethnicity					
White, non-Hispanic	0.3	2.2	11.5	34.6	51.4
Black/African American, non-Hispanic	0.3	3.4	24.0	36.7	35.6
Hispanic or Latino	0.3	3.0	17.6	37.2	42.0
Asian	0.1	1.9	18.6	33.6	45.9
American Indian/Alaska Native	#	2.8	7.5	44.7	45.0
Native Hawaiian/Pacific Islander	#	3.2	17.6	58.5	20.7
Other race[1]	#	#	20.5	30.5	49.0
More than one race	#	1.2	5.6	35.5	57.8
Disability status					
Does not have a disability	0.2	2.2	13.4	35.6	48.5
Has a disability	0.6	2.4	12.8	30.1	54.2
Parents' educational attainment					
Less than high school	#	3.3	19.7	32.7	44.3
High school or equivalency	0.2	3.2	13.8	32.7	50.1
Some postsecondary education	0.5	2.2	13.3	36.0	48.0
Bachelor's degree	0.3	1.7	14.4	36.5	47.1
Master's degree or equivalent	0.2	2.0	12.0	36.9	48.9
Doctoral/professional degree	#	1.8	9.5	31.7	57.1
Age at bachelor's completion					
22 or younger	0.1	2.2	12.7	35.8	49.2
23–24	0.8	2.7	18.1	39.6	38.9
25–29	0.2	3.2	16.0	34.9	45.7
30–39	0.3	1.7	9.6	30.7	57.7
40 or older	0.2	1.1	6.5	25.6	66.6
Undergraduate major					
Business/management	0.3	3.2	16.4	35.8	44.4
Education	#	0.6	7.7	31.2	60.6
Engineering	#	4.7	23.8	38.6	33.0
Health	0.1	1.4	12.9	38.2	47.4
Other technical/professional	0.2	2.1	14.7	38.1	44.9
Social/behavioral sciences	0.4	2.6	13.4	35.6	48.1
Humanities	0.3	1.1	7.6	28.9	62.2
Life sciences	0.2	2.4	17.6	38.3	41.5
Physical sciences	0.5	4.8	13.7	35.9	45.1
Math	#	6.0	9.3	32.8	52.0
Computer/information science	#	1.3	12.8	39.4	46.6
Vocational/technical	1.5	2.2	11.5	39.1	45.7

See notes at end of table.

Table II.3. Percentage distribution of 1999–2000 bachelor's degree recipients according to grade-point average in undergraduate major, by selected student and institution characteristics —Continued

Student and institution characteristics	Grade-point average in undergraduate major				
	Less than 2.00	2.00–2.49	2.50–2.99	3.00–3.49	3.50 or higher
Combined SAT scores					
No exam taken or no score reported	0.2	2.4	11.3	31.2	54.9
Below 1000	0.5	3.6	20.5	40.0	35.5
1000–1200	0.2	1.5	13.3	39.0	46.0
Above 1200	0.2	1.6	8.3	29.8	60.1
First institution type					
Public 2-year	0.4	2.6	12.6	36.4	48.1
Public 4-year nondoctorate-granting	0.2	1.9	13.1	37.8	47.0
Public doctorate-granting	0.2	2.9	15.2	35.5	46.3
Private not-for-profit 4-year nondoctorate-granting	0.2	2.7	11.4	34.8	50.9
Private not-for-profit doctorate-granting	0.1	1.1	12.9	31.6	54.3
Private for-profit	1.1	0.3	10.7	30.4	57.5
Other	0.5	1.2	13.0	35.6	49.7
Number of institutions attended					
One	0.2	2.3	14.5	36.7	46.3
Two	0.3	2.2	13.7	33.3	50.5
Three	0.3	3.2	11.8	35.3	49.5
Four or more	0.2	0.9	10.1	34.7	54.2
Cumulative undergraduate GPA					
Less than 2.00	2.7	8.2	25.1	25.4	38.6
2.00–2.49	1.9	12.0	36.7	35.7	13.8
2.50–2.99	0.2	4.2	29.7	47.4	18.5
3.00–3.49	#	0.3	6.9	49.0	43.9
3.50 or higher	#	0.3	1.4	9.7	88.7
Degree-granting institution type					
Public	0.3	2.6	15.1	36.4	45.6
Nondoctorate-granting	0.4	2.5	14.3	36.1	46.6
Doctorate-granting	0.3	2.7	15.4	36 6	45.1
Private not-for-profit	0.2	1.8	10.6	32.9	54.6
Nondoctorate-granting	0.1	2.2	10.0	32.6	55.1
Doctorate-granting	0.2	1.2	11.4	33.4	53.9
Private for-profit	#	#	5.5	25.3	69.2
Total undergraduate debt					
Did not borrow	0.1	1.6	12.5	32.7	53.1
$5,000 or less	0.4	1.2	13.4	33.6	51.5
$5,001–10,000	0.3	3.2	11.4	36.6	48.5
$10,001–20,000	0.3	2.2	14.1	36.6	46.7
$20,001–30,000	0.3	2.9	12.8	38.5	45.4
More than $30,000	0.6	3.5	16.5	35.1	44.3

#Rounds to zero.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table II.4. Percentage distribution of 1999–2000 bachelor's degree recipients according to first institution type, by selected student and institution characteristics

	First institution type						
Student and institution characteristics	Public 2-year	Public 4-year non-doctorate-granting	Public doctorate-granting	Private not-for-profit 4-year non-doctorate-granting	Private not-for-profit doctorate-granting	Private for-profit	Other
Total	19.5	14.6	35.7	15.6	12.3	1.5	0.8
Gender							
Male	19.8	12.8	37.0	15.6	13.0	1.2	0.7
Female	19.2	16.0	34.7	15.6	11.9	1.7	0.8
Race/ethnicity							
White, non-Hispanic	19.0	14.4	35.7	17.2	11.6	1.0	1.0
Black/African American, non-Hispanic	15.6	18.3	38.2	11.0	12.5	4.0	0.5
Hispanic or Latino	23.6	15.7	30.5	13.4	13.1	3.7	0.1
Asian	20.9	9.8	43.1	5.5	19.0	1.3	0.4
American Indian/Alaska Native	33.1	13.0	33.0	7.3	12.0	1.7	#
Native Hawaiian/Pacific Islander	34.5	6.4	31.9	14.6	11.5	#	1.2
Other race[1]	22.7	12.2	34.1	9.4	21.6	#	#
More than one race	21.4	23.0	25.6	14.4	14.5	1.1	#
Disability status							
Does not have a disability	19.8	14.7	35.4	16.0	12.1	1.3	0.8
Has a disability	24.3	14.4	27.9	16.2	11.0	3.9	2.3
Parents' educational attainment							
Less than high school	30.6	21.9	27.8	8.0	5.1	5.7	1.0
High school or equivalency	27.4	16.5	29.4	15.4	7.4	2.7	1.3
Some postsecondary education	23.0	16.9	33.2	14.9	9.9	1.2	0.9
Bachelor's degree	17.1	13.9	38.8	14.9	14.1	0.7	0.5
Master's degree or equivalent	14.7	12.2	39.1	17.5	15.3	0.6	0.7
Doctoral/professional degree	6.6	6.8	41.9	18.7	24.8	0.3	0.8
Age at bachelor's completion							
22 or younger	7.4	13.5	39.7	20.7	18.0	0.5	0.2
23–24	23.9	16.3	39.8	10.3	8.5	0.5	0.7
25–29	34.6	15.5	31.8	8.3	5.8	1.9	1.9
30–39	37.9	16.6	23.8	10.6	5.8	4.0	1.4
40 or older	39.3	13.5	18.5	14.8	4.6	7.2	2.2

See notes at end of table.

Table II.4. Percentage distribution of 1999–2000 bachelor's degree recipients according to first institution type, by selected student and institution characteristics—Continued

Student and institution characteristics	First institution type						
	Public 2-year	Public 4-year non-doctorate-granting	Public doctorate-granting	Private not-for-profit 4-year non-doctorate-granting	Private not-for-profit doctorate-granting	Private for-profit	Other
Undergraduate major							
Business/management	21.4	14.9	35.3	15.2	9.5	3.1	0.6
Education	25.2	22.2	27.0	18.7	5.2	0.9	0.9
Engineering	17.8	8.0	50.4	6.5	16.3	0.7	0.3
Health	19.4	16.1	39.1	13.0	9.6	0.9	2.1
Other technical/professional	19.0	14.5	42.2	11.2	11.0	1.6	0.6
Social/behavioral sciences	17.7	12.5	34.9	16.5	16.6	1.2	0.6
Humanities	16.2	14.7	31.3	19.9	16.0	0.9	1.1
Life sciences	20.0	11.5	39.2	15.9	12.2	0.7	0.6
Physical sciences	14.3	14.9	35.2	21.3	14.3	#	#
Mathematics	5.9	13.6	45.9	15.6	18.5	#	0.5
Computer/information science	27.1	13.7	33.9	10.5	11.4	3.1	0.3
Vocational/technical	23.1	21.2	30.0	16.5	6.6	1.4	1.1
Combined SAT scores							
No exam taken or no score reported	39.8	14.2	21.2	12.7	6.6	4.1	1.5
Below 1000	19.0	19.9	37.8	14.1	7.5	0.9	0.8
1000–1200	8.9	15.2	44.3	18.6	12.5	0.2	0.4
Above 1200	3.7	7.5	43.1	17.6	27.7	0.1	0.3
Number of institutions attended							
One	#	18.6	44.2	19.3	17.2	0.7	#
Two	34.3	11.9	29.0	12.4	9.4	1.8	1.3
Three	35.0	10.1	31.4	12.0	8.3	1.7	1.5
Four or more	31.1	13.7	26.5	16.2	6.5	4.4	1.7
Cumulative undergraduate GPA							
Less than 2.00	21.6	10.2	44.0	5.5	14.8	3.9	#
2.00–2.49	20.6	17.0	37.7	15.0	8.2	1.3	0.2
2.50–2.99	19.4	16.1	39.6	13.4	10.1	0.8	0.5
3.00–3.49	18.9	15.2	36.3	14.8	12.2	1.6	0.9
3.50 or higher	20.3	12.3	30.8	18.1	15.5	1.9	1.1
Degree-granting institution type							
Public	20.9	20.3	51.1	3.6	2.4	0.9	0.8
Nondoctorate-granting	24.7	59.1	8.3	4.2	2.1	1.2	0.5
Doctorate-granting	19.4	4.1	69.1	3.4	2.5	0.8	0.9
Private not-for-profit	16.1	3.6	6.5	39.4	32.3	1.1	0.9
Nondoctorate-granting	19.7	4.1	7.3	64.9	2.1	1.4	0.6
Doctorate-granting	11.1	2.9	5.4	3.7	74.9	0.7	1.3
Private for-profit	31.5	13.2	14.1	5.5	2.5	33.1	0.3

See notes at end of table.

Table II.4. Percentage distribution of 1999–2000 bachelor's degree recipients according to first institution type, by selected student and institution characteristics—Continued

Student and institution characteristics	First institution type						
	Public 2-year	Public 4-year non-doctorate-granting	Public doctorate-granting	Private not-for-profit 4-year non-doctorate-granting	Private not-for-profit doctorate-granting	Private for-profit	Other
Total undergraduate debt							
Did not borrow	17.9	15.6	40.8	11.7	12.0	1.1	0.9
$5,000 or less	23.9	20.4	36.2	10.5	6.7	1.3	1.0
$5,001–10,000	25.5	13.3	37.0	13.4	8.5	1.4	1.0
$10,001–20,000	19.5	14.7	32.0	19.8	12.2	1.4	0.5
$20,001–30,000	19.6	11.9	32.0	16.8	17.1	1.8	0.9
More than $30,000	23.5	10.7	25.4	18.6	16.9	3.6	1.4

#Rounds to zero.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table II.5. Percentage distribution of 1999–2000 bachelor's degree recipients according to total number of months stopped out, by selected student and institution characteristics

Student and institution characteristics	Total number of months stopped out					
	No stop-outs lasting 4 months or more	4–5 months	6–11 months	12–23 months	24–35 months	36 months or more
Total	64.1	5.3	5.5	5.8	3.6	15.7
Gender						
Male	63.6	5.4	6.2	6.1	4.2	14.6
Female	64.5	5.3	5.0	5.6	3.1	16.5
Race/ethnicity						
White, non-Hispanic	64.8	5.4	5.4	5.4	3.7	15.4
Black/African American, non-Hispanic	56.6	4.3	6.0	6.5	3.8	22.9
Hispanic or Latino	64.7	5.5	4.1	8.9	3.0	13.9
Asian	69.0	6.3	7.6	6.6	3.0	7.5
American Indian/Alaska Native	47.1	1.9	3.9	7.8	3.1	36.2
Native Hawaiian/Pacific Islander	51.0	2.9	2.0	8.6	8.6	26.8
Other race[1]	62.0	2.7	7.9	3.3	2.6	21.6
More than one race	62.7	8.5	7.0	4.5	2.7	14.7
Disability status						
Does not have a disability	63.8	5.6	5.4	5.6	3.3	16.2
Has a disability	49.1	4.5	6.1	5.8	5.0	29.5
Parents' educational attainment						
Less than high school	42.4	4.7	2.7	8.8	4.5	37.0
High school or equivalency	55.4	4.8	5.8	6.0	4.0	24.0
Some postsecondary education	64.9	5.4	4.8	5.8	3.5	15.7
Bachelor's degree	68.5	6.1	6.4	5.4	3.1	10.4
Master's degree or equivalent	71.7	6.5	5.3	4.9	3.0	8.7
Doctoral/professional degree	76.2	4.6	4.4	4.0	2.3	8.5
Age at bachelor's completion						
22 or younger	88.2	6.0	3.7	1.6	0.3	0.2
23–24	67.1	7.0	10.6	9.9	3.8	1.7
25–29	29.1	4.6	8.7	16.2	15.4	26.1
30–39	19.9	2.9	2.3	4.3	3.4	67.2
40 or older	15.7	0.6	1.9	4.7	2.8	74.3

See notes at end of table.

Table II.5. Percentage distribution of 1999–2000 bachelor's degree recipients according to total number of months stopped out, by selected student and institution characteristics—Continued

Student and institution characteristics	Total number of months stopped out					
	No stop-outs lasting 4 months or more	4–5 months	6–11 months	12–23 months	24–35 months	36 months or more
Undergraduate major						
Business/management	59.0	5.3	5.2	4.8	3.9	21.8
Education	66.6	4.9	5.0	5.2	4.3	14.0
Engineering	69.3	3.3	7.2	5.5	2.6	12.1
Health	57.7	5.6	5.7	5.7	2.5	23.0
Other technical/professional	67.7	5.3	5.6	8.1	5.0	8.3
Social/behavioral sciences	67.3	5.8	4.8	6.7	3.3	12.2
Humanities	62.3	5.1	6.7	6.7	3.2	16.0
Life sciences	74.3	4.9	4.5	5.0	3.9	7.4
Physical sciences	68.7	11.3	1.4	4.0	1.3	13.5
Mathematics	71.0	4.1	9.8	1.5	3.8	9.9
Computer/information science	55.6	6.5	6.8	3.4	4.1	23.5
Vocational/technical	63.8	4.1	3.9	6.0	5.4	16.9
Combined SAT scores						
No exam taken or no score reported	30.8	4.8	5.9	9.5	6.7	42.4
Below 1000	71.6	4.9	6.4	6.1	3.7	7.3
1000–1200	81.6	5.9	4.4	3.7	1.6	2.8
Above 1200	83.4	5.8	5.4	2.6	1.4	1.4
First institution type						
Public 2-year	41.4	8.7	7.3	9.7	5.6	27.3
Public 4-year nondoctorate-granting	66.4	4.6	5.2	5.1	3.6	15.1
Public doctorate-granting	72.3	3.5	5.2	5.1	3.0	11.0
Private not-for-profit 4-year nondoctorate-granting	72.8	6.7	4.0	4.2	2.2	10.1
Private not-for-profit doctorate-granting	76.4	5.1	5.1	3.5	2.7	7.2
Private for-profit	31.9	3.1	5.1	2.6	8.0	49.3
Other	18.0	4.8	8.9	12.8	19.9	35.6
Number of institutions attended						
One	89.2	2.4	3.1	2.1	1.1	2.0
Two	56.9	8.5	7.1	7.0	3.8	16.6
Three	35.8	6.3	7.9	10.5	7.4	32.1
Four or more	16.9	4.3	6.3	11.1	8.7	52.7
Cumulative undergraduate GPA						
Less than 2.00	42.1	9.0	7.3	2.0	9.2	30.5
2.00–2.49	57.0	6.3	6.9	10.0	5.3	14.6
2.50–2.99	66.4	6.4	6.1	6.0	3.2	11.9
3.00–3.49	68.0	4.6	5.8	4.9	3.4	13.4
3.50 or higher	59.0	5.1	4.3	5.4	3.7	22.5

See notes at end of table.

Table II.5. Percentage distribution of 1999–2000 bachelor's degree recipients according to total number of months stopped out, by selected student and institution characteristics—Continued

Student and institution characteristics	Total number of months stopped out					
	No stop-outs lasting 4 months or more	4–5 months	6–11 months	12–23 months	24–35 months	36 months or more
Degree-granting institution type						
Public	64.3	5.1	6.3	6.5	3.5	14.4
Nondoctorate-granting	59.4	4.4	6.1	6.8	4.3	19.1
Doctorate-granting	66.4	5.4	6.4	6.3	3.2	12.4
Private not-for-profit	64.9	5.9	4.1	4.7	3.8	16.7
Nondoctorate-granting	61.6	5.0	3.8	4.6	3.4	21.6
Doctorate-granting	69.4	7.2	4.7	4.7	4.3	9.8
Private for-profit	39.5	2.9	1.5	2.9	5.1	48.1
Total undergraduate debt						
Did not borrow	65.2	5.2	5.6	6.0	3.4	14.6
$5,000 or less	57.5	5.9	7.9	6.6	3.7	18.4
$5,001–10,000	52.7	5.8	6.8	8.3	4.4	22.0
$10,001–20,000	65.6	5.9	5.9	5.3	3.5	13.9
$20,001–30,000	62.3	4.6	4.3	4.7	4.2	20.0
More than $30,000	51.1	6.3	5.5	9.2	6.7	21.2

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table II.6. Percentage distribution of 1999–2000 bachelor's degree recipients according to number of institutions attended, by selected student and institution characteristics: 2001

Student and institution characteristics	Number of institutions attended			
	One	Two	Three	Four or more
Total	41.7	34.8	15.9	7.6
Gender				
Male	43.6	33.8	15.4	7.1
Female	40.3	35.5	16.3	7.9
Race/ethnicity				
White, non-Hispanic	42.2	34.3	16.1	7.4
Black/African American, non-Hispanic	38.0	36.1	15.0	10.9
Hispanic or Latino	43.4	36.1	14.2	6.3
Asian	42.0	36.1	17.1	4.8
American Indian/Alaska Native	27.8	33.8	22.9	15.6
Native Hawaiian/Pacific Islander	28.9	33.5	19.7	17.9
Other race[1]	36.8	43.2	12.7	7.4
More than one race	43.9	32.9	14.3	8.9
Disability status				
Does not have a disability	41.3	35.3	15.9	7.6
Has a disability	29.5	34.3	22.6	13.6
Parents' educational attainment				
Less than high school	26.7	41.5	20.3	11.5
High school or equivalency	34.7	38.0	18.3	9.0
Some postsecondary education	41.3	35.3	15.4	7.9
Bachelor's degree	44.7	32.7	15.6	7.0
Master's degree or equivalent	44.4	36.4	13.6	5.7
Doctoral/professional degree	54.8	29.2	11.6	4.4
Age at bachelor's completion				
22 or younger	61.2	29.7	7.5	1.6
23–24	35.9	41.2	18.2	4.7
25–29	17.0	43.3	26.3	13.5
30–39	12.1	35.3	31.3	21.3
40 or older	11.8	34.7	26.6	26.9
Undergraduate major				
Business/management	36.5	39.0	15.4	9.1
Education	39.7	37.9	14.9	7.4
Engineering	50.1	32.5	12.8	4.6
Health	33.5	37.3	18.4	10.9
Other technical/professional	44.9	35.0	15.0	5.2
Social/behavioral sciences	46.4	32.4	14.8	6.3
Humanities	42.0	30.6	18.7	8.7
Life sciences	45.6	35.4	14.4	4.7
Physical sciences	42.0	36.1	11.9	9.9
Mathematics	56.2	33.5	7.8	2.5
Computer/information science	37.1	32.7	23.0	7.2
Vocational/technical	43.6	30.6	16.9	8.9

See notes at end of table.

Table II.6. Percentage distribution of 1999–2000 bachelor's degree recipients according to number of institutions attended, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Number of institutions attended			
	One	Two	Three	Four or more
Combined SAT scores				
No exam taken or no score reported	14.5	41.1	27.1	17.3
Below 1000	46.4	35.1	14.2	4.4
1000–1200	53.7	32.5	10.5	3.3
Above 1200	64.1	27.3	7.2	1.5
First institution type				
Public 2-year	#	60.3	28.1	11.6
Public 4-year nondoctorate-granting	54.5	27.9	10.8	6.8
Public doctorate-granting	52.9	27.9	13.8	5.4
Private not-for-profit 4-year nondoctorate-granting	53.1	27.2	12.1	7.6
Private not-for-profit doctorate-granting	59.7	26.0	10.5	3.8
Private for-profit	18.8	41.5	18.2	21.5
Other	#	55.6	29.0	15.4
Cumulative undergraduate GPA				
Less than 2.00	29.6	21.1	31.3	18.0
2.00–2.49	38.4	36.4	19.4	5.8
2.50–2.99	43.7	35.6	14.8	5.9
3.00–3.49	45.8	32.4	14.6	7.2
3.50 or higher	35.4	37.2	17.4	10.0
Degree-granting institution type				
Public	40.2	36.2	16.6	7.0
Nondoctorate-granting	40.2	34.1	17.9	7.9
Doctorate-granting	40.2	37.1	16.1	6.7
Private not-for-profit	45.9	31.4	14.4	8.3
Nondoctorate-granting	41.6	32.1	16.1	10.2
Doctorate-granting	51.9	30.4	12.1	5.6
Private for-profit	16.9	47.5	19.8	15.9
Total undergraduate debt				
Did not borrow	41.9	35.5	13.9	8.8
$5,000 or less	33.6	39.9	16.6	9.9
$5,001–10,000	32.8	35.3	23.4	8.6
$10,001–20,000	42.6	35.0	15.3	7.1
$20,001–30,000	39.6	36.1	18.3	6.0
More than $30,000	28.8	35.6	27.0	8.6

#Rounds to zero.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table II.7. Percentage distribution of 1999–2000 bachelor's degree recipients according to prior attainment, by selected student and institution characteristics

Student and institution characteristics	Prior attainment			
	No prior attainment	Certificate	Associate's degree	Bachelor's degree or higher
Total	79.4	1.5	16.8	2.4
Gender				
Male	80.8	0.9	15.8	2.5
Female	78.4	1.9	17.4	2.3
Race/ethnicity				
White, non-Hispanic	80.1	1.3	16.4	2.2
Black/African American, non-Hispanic	76.5	3.7	18.0	1.8
Hispanic or Latino	76.9	1.2	19.3	2.6
Asian	83.7	1.3	11.4	3.6
American Indian/Alaska Native	70.5	4.6	18.7	6.2
Native Hawaiian/Pacific Islander	71.0	#	24.8	4.2
Other race[1]	74.0	1.1	21.3	3.5
More than one race	71.9	0.8	26.1	1.3
Disability status				
Does not have a disability	79.6	1.5	16.4	2.4
Has a disability	70.9	2.4	23.8	3.0
Parents' educational attainment				
Less than high school	63.9	3.6	30.5	2.0
High school or equivalency	71.1	2.2	23.9	2.9
Some postsecondary education	77.0	1.7	19.6	1.7
Bachelor's degree	83.8	0.7	13.6	2.0
Master's degree or equivalent	87.7	1.0	8.9	2.4
Doctoral/professional degree	91.6	0.4	5.6	2.4
Age at bachelor's completion				
22 or younger	93.5	0.3	5.8	0.3
23–24	83.5	0.8	15.0	0.7
25–29	61.5	1.7	30.2	6.7
30–39	51.7	4.2	37.6	6.5
40 or older	43.6	7.1	42.4	6.9
Undergraduate major				
Business/management	74.3	1.0	22.7	2.0
Education	76.0	2.0	20.0	2.0
Engineering	82.7	1.5	12.5	3.3
Health	69.6	4.1	19.4	7.0
Other technical/professional	80.7	1.8	16.4	1.1
Social/behavioral sciences	84.9	0.9	13.3	0.9
Humanities	81.9	1.5	14.5	2.2
Life sciences	86.3	0.7	12.1	1.0
Physical sciences	88.4	0.5	5.8	5.3
Mathematics	89.2	#	7.4	3.4
Computer/information science	75.1	1.6	17.4	5.9
Vocational/technical	75.4	1.2	21.4	2.1

See notes at end of table.

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Table II.7. Percentage distribution of 1999–2000 bachelor's degree recipients according to prior attainment, by selected student and institution characteristics —Continued

Student and institution characteristics	Prior attainment			
	No prior attainment	Certificate	Associate's degree	Bachelor's degree or higher
Combined SAT scores				
No exam taken or no score reported	55.0	3.6	35.3	6.1
Below 1000	83.3	1.2	14.5	1.1
1000–1200	92.0	0.3	7.1	0.6
Above 1200	96.4	#	3.1	0.5
First institution type				
Public 2-year	47.3	2.5	48.2	2.0
Public 4-year nondoctorate-granting	87.4	1.2	10.2	1.2
Public doctorate-granting	90.6	0.8	6.1	2.5
Private not-for-profit 4-year nondoctorate-granting	87.3	1.3	9.1	2.3
Private not-for-profit doctorate-granting	92.0	0.3	5.3	2.4
Private for-profit	46.5	8.7	41.9	2.9
Other	41.0	3.2	53.7	2.0
Number of institutions attended				
One	96.7	0.4	2.7	0.2
Two	73.0	1.6	22.5	2.9
Three	64.5	2.4	28.7	4.3
Four or more	52.9	4.4	36.3	6.5
Cumulative undergraduate GPA				
Less than 2.00	63.4	0.7	29.6	6.3
2.00–2.49	82.3	1.1	14.7	1.9
2.50–2.99	83.4	1.0	14.0	1.6
3.00–3.49	81.0	1.4	15.7	2.0
3.50 or higher	73.4	2.0	21.0	3.6
Degree-granting institution type				
Public	79.4	1.3	16.7	2.6
Nondoctorate-granting	73.7	1.6	22.5	2.3
Doctorate-granting	81.8	1.2	14.2	2.7
Private not-for-profit	80.9	1.5	15.9	1.8
Nondoctorate-granting	76.4	1.9	19.5	2.2
Doctorate-granting	87.1	0.8	10.8	1.3
Private for-profit	49.2	9.0	38.0	3.8
Total undergraduate debt				
Did not borrow	79.8	1.6	15.7	2.9
$5,000 or less	76.4	1.7	20.0	2.0
$5,001–10,000	73.5	1.2	23.5	1.8
$10,001–20,000	82.5	0.9	15.5	1.1
$20,001–30,000	79.9	1.9	15.5	2.7
More than $30,000	76.2	2.9	15.5	5.4

#Rounds to zero.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table II.8. Percentage distribution of 1999–2000 bachelor's degree recipients according to degree-granting institution type, by selected student and institution characteristics

Student and institution characteristics	Degree-granting institution						
	Public			Private not-for-profit			
	Total	Nondoctorate-granting	Doctorate-granting	Total	Nondoctorate-granting	Doctorate-granting	Private for-profit
Total	65.2	19.3	45.8	33.2	19.4	13.8	1.6
Gender							
Male	65.5	17.6	47.9	32.9	18.2	14.7	1.6
Female	64.9	20.6	44.3	33.5	20.3	13.2	1.6
Race/ethnicity							
White, non-Hispanic	64.7	19.0	45.7	34.2	21.2	13.0	1.2
Black/African American, non-Hispanic	67.4	23.0	44.4	29.1	16.6	12.5	3.6
Hispanic or Latino	62.2	19.3	42.8	34.1	18.3	15.8	3.7
Asian	71.6	14.7	56.8	26.4	6.7	19.7	2.1
American Indian/Alaska Native	72.0	25.3	46.6	28.0	18.8	9.2	#
Native Hawaiian/Pacific Islander	70.9	26.0	44.9	29.1	15.1	14.0	#
Other race[1]	70.5	23.4	47.1	29.1	9.0	20.1	0.5
More than one race	60.7	25.0	35.7	38.6	13.3	25.3	0.8
Disability status							
Does not have a disability	64.7	19.4	45.3	33.8	20.1	13.7	1.5
Has a disability	61.4	24.2	37.2	36.8	24.0	12.8	1.8
Parents' educational attainment							
Less than high school	70.1	28.3	41.8	25.9	15.9	10.1	4.0
High school or equivalency	66.8	23.0	43.8	31.3	21.9	9.4	2.0
Some postsecondary education	65.2	22.3	42.8	33.2	21.0	12.2	1.7
Bachelor's degree	66.2	18.7	47.5	32.4	17.8	14.6	1.4
Master's degree or equivalent	65.2	15.9	49.3	34.3	17.9	16.5	0.5
Doctoral/professional degree	53.7	7.9	45.8	45.7	19.5	26.2	0.6

See notes at end of table.

Table II.8. Percentage distribution of 1999–2000 bachelor's degree recipients according to degree-granting institution type, by selected student and institution characteristics—Continued

Student and institution characteristics	Degree-granting institution						
	Public			Private not-for-profit			Private for-profit
	Total	Nondoctorate-granting	Doctorate-granting	Total	Nondoctorate-granting	Doctorate-granting	
Age at bachelor's completion							
22 or younger	60.3	14.9	45.4	39.2	20.6	18.6	0.5
23–24	78.1	23.3	54.8	21.3	11.0	10.3	0.7
25–29	72.3	23.7	48.6	25.4	16.0	9.4	2.3
30–39	62.6	24.8	37.7	32.8	25.2	7.5	4.7
40 or older	52.1	22.9	29.2	41.0	33.1	7.9	6.9
Undergraduate major							
Business/management	61.1	20.3	40.8	34.3	22.9	11.4	4.7
Education	68.6	30.6	38.1	31.2	24.6	6.5	0.2
Engineering	77.9	10.3	67.6	21.7	6.5	15.2	0.4
Health	67.8	18.7	49.1	31.8	18.6	13.2	0.4
Other technical/professional	73.9	20.2	53.7	24.9	11.9	13.0	1.3
Social/behavioral sciences	64.1	16.8	47.3	35.9	18.8	17.1	#
Humanities	58.1	18.9	39.2	40.5	21.9	18.6	1.4
Life sciences	69.6	15.2	54.5	30.4	16.8	13.6	#
Physical sciences	66.8	16.7	50.1	33.3	19.6	13.7	#
Mathematics	64.7	15.7	49.0	35.3	16.9	18.4	#
Computer/information science	61.0	18.2	42.8	30.8	19.6	11.3	8.2
Vocational/technical	70.8	28.6	42.2	29.2	21.1	8.1	#
Combined SAT scores							
No exam taken or no score reported	61.5	24.0	37.4	34.0	24.3	9.7	4.5
Below 1000	73.9	24.8	49.1	25.5	16.3	9.2	0.5
1000–1200	67.8	16.7	51.2	31.9	18.7	13.3	0.2
Above 1200	55.9	8.2	47.7	44.0	16.1	27.9	0.1

See notes at end of table.

Table II.8. Percentage distribution of 1999–2000 bachelor's degree recipients according to degree-granting institution type, by selected student and institution characteristics—Continued

Student and institution characteristics	Degree-granting institution						
		Public			Private not-for-profit		
	Total	Nondoctorate-granting	Doctorate-granting	Total	Nondoctorate-granting	Doctorate-granting	Private for-profit
First institution type							
Public 2-year	70.0	24.4	45.6	27.5	19.7	7.9	2.5
Public 4-year nondoctorate-granting	90.4	77.8	12.7	8.2	5.4	2.8	1.4
Public doctorate-granting	93.3	4.5	88.8	6.1	4.0	2.1	0.6
Private not-for-profit 4-year nondoctorate-granting	15.2	5.2	9.9	84.3	81.0	3.3	0.6
Private not-for-profit doctorate-granting	12.4	3.2	9.2	87.3	3.3	84.0	0.3
Private for-profit	40.2	15.8	24.5	25.2	18.6	6.6	34.5
Other	62.2	11.3	51.0	37.2	13.9	23.3	0.6
Number of institutions attended							
One	62.8	18.6	44.2	36.6	19.3	17.2	0.7
Two	67.8	18.9	48.9	30.0	17.9	12.1	2.2
Three	67.9	21.7	46.2	30.1	19.6	10.5	2.0
Four or more	60.4	20.1	40.3	36.2	26.0	10.2	3.4
Cumulative undergraduate GPA							
Less than 2.00	78.8	24.1	54.8	17.3	13.0	4.3	3.9
2.00–2.49	77.0	25.5	51.5	22.2	14.2	8.0	0.9
2.50–2.99	73.8	22.0	51.7	25.7	14.7	11.1	0.6
3.00–3.49	64.9	19.1	45.8	33.7	19.6	14.1	1.4
3.50 or higher	54.6	15.7	38.9	42.3	24.5	17.8	3.1

See notes at end of table.

Table II.8. Percentage distribution of 1999–2000 bachelor's degree recipients according to degree-granting institution type, by selected student and institution characteristics—Continued

Student and institution characteristics	Degree-granting institution						
	Public			Private not-for-profit			
	Total	Nondoctorate-granting	Doctorate-granting	Total	Nondoctorate-granting	Doctorate-granting	Private for-profit
Total undergraduate debt							
Did not borrow	69.8	20.2	49.6	29.3	15.2	14.1	0.9
$5,000 or less	81.3	32.0	49.3	17.7	12.7	5.0	1.0
$5,001–10,000	72.5	23.0	49.4	26.8	18.0	8.8	0.7
$10,001–20,000	60.8	17.6	43.2	37.9	24.4	13.5	1.3
$20,001–30,000	59.2	16.8	42.4	36.7	19.1	17.6	4.1
More than $30,000	45.0	8.3	36.7	50.5	25.7	24.8	4.5

#Rounds to zero.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table II.9. Percentage distribution of 1999–2000 first-time bachelor's degree recipients according to time between high school graduation and postsecondary entry, by selected student and institution characteristics

Student and institution characteristics	Time between high school graduation and postsecondary entry			
	Less than 1 year	1–2 years	2–5 years	5 years or more
Total	83.3	5.9	5.1	5.7
Gender				
Male	82.7	6.5	5.8	5.0
Female	83.7	5.5	4.5	6.3
Race/ethnicity				
White, non-Hispanic	84.6	5.7	4.3	5.4
Black/African American, non-Hispanic	78.6	6.0	6.4	9.0
Hispanic or Latino	78.6	6.3	8.0	7.1
Asian	79.6	9.2	7.9	3.4
American Indian/Alaska Native	78.6	1.2	6.2	14.0
Native Hawaiian/Pacific Islander	82.3	7.3	6.4	4.0
Other race[1]	82.2	10.1	4.4	3.3
More than one race	84.7	1.5	8.5	5.3
Disability status				
Does not have a disability	84.5	5.1	4.7	5.7
Has a disability	74.9	4.9	8.5	11.6
Parents' educational attainment				
Less than high school	60.4	8.8	11.8	18.9
High school or equivalency	74.8	6.1	8.1	11.1
Some postsecondary education	86.8	4.8	4.1	4.3
Bachelor's degree	90.5	5.2	2.3	2.0
Master's degree or equivalent	90.8	4.3	3.2	1.8
Doctoral/professional degree	92.0	4.9	1.4	1.6
Age at bachelor's completion				
22 or younger	96.4	3.2	0.4	#
23–24	87.5	7.7	4.8	#
25–29	70.5	9.9	12.6	7.0
30–39	51.9	9.4	14.9	23.8
40 or older	42.6	8.1	11.7	37.6

See notes at end of table.

Table II.9. Percentage distribution of 1999–2000 first-time bachelor's degree recipients according to time between high school graduation and postsecondary entry, by selected student and institution characteristics—Continued

Student and institution characteristics	Time between high school graduation and postsecondary entry			
	Less than 1 year	1–2 years	2–5 years	5 years or more
Undergraduate major				
Business/management	80.1	6.4	6.0	7.6
Education	83.3	6.3	4.6	5.9
Engineering	84.6	8.2	4.8	2.4
Health	81.6	5.1	5.7	7.7
Other technical/professional	87.8	4.4	4.2	3.7
Social/behavioral sciences	85.9	5.1	3.5	5.5
Humanities	83.3	5.8	5.4	5.4
Life sciences	84.6	6.8	4.2	4.4
Physical sciences	88.0	2.5	5.1	4.5
Mathematics	91.2	5.3	3.2	0.3
Computer/information science	74.4	8.0	10.3	7.3
Vocational/technical	79.3	8.3	6.3	6.2
Combined SAT scores				
No exam taken or no score reported	61.1	9.8	12.2	16.9
Below 1000	89.1	4.7	3.9	2.3
1000–1200	93.3	4.6	1.5	0.6
Above 1200	95.7	3.5	0.6	0.3
First institution type				
Public 2-year	71.6	8.0	8.9	11.6
Public 4-year nondoctorate-granting	83.7	5.6	5.6	5.1
Public doctorate-granting	87.6	6.0	3.6	2.8
Private not-for-profit 4-year nondoctorate-granting	87.1	3.6	2.9	6.4
Private not-for-profit doctorate-granting	90.5	4.4	2.4	2.7
Private for-profit	63.4	5.6	12.9	18.0
Other	71.1	14.8	8.2	5.9
Number of institutions attended				
One	91.8	3.7	2.1	2.5
Two	79.1	7.4	6.3	7.2
Three	76.2	7.2	7.7	8.9
Four or more	72.5	8.7	9.3	9.5
Cumulative undergraduate GPA				
Less than 2.00	74.2	8.4	13.5	3.9
2.00–2.49	84.8	7.4	4.7	3.2
2.50–2.99	87.1	5.5	4.0	3.5
3.00–3.49	84.2	6.2	5.1	4.5
3.50 or higher	79.4	5.5	5.6	9.5

See notes at end of table.

Table II.9. Percentage distribution of 1999–2000 first-time bachelor's degree recipients according to time between high school graduation and postsecondary entry, by selected student and institution characteristics—Continued

Student and institution characteristics	Time between high school graduation and postsecondary entry			
	Less than 1 year	1–2 years	2–5 years	5 years or more
Degree-granting institution type				
Public	83.6	6.2	5.3	5.0
Nondoctorate-granting	79.8	6.6	6.5	7.2
Doctorate-granting	85.2	6.1	4.7	4.0
Private not-for-profit	83.8	5.1	4.6	6.5
Nondoctorate-granting	80.8	5.5	5.2	8.5
Doctorate-granting	87.8	4.6	3.8	3.8
Private for-profit	61.5	10.5	6.7	21.3
Total undergraduate debt				
Did not borrow	84.4	5.6	4.5	5.6
$5,000 or less	81.9	7.0	6.0	5.2
$5,001–10,000	85.8	3.9	6.1	4.2
$10,001–20,000	83.4	7.1	4.5	5.0
$20,001–30,000	80.8	6.5	4.9	7.7
More than $30,000	76.9	6.0	8.6	8.5

#Rounds to zero.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding. See the glossary for exact definitions of the time span category ranges.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table II.10. Percentage distribution of 1999–2000 first-time bachelor's degree recipients according to time between high school graduation and degree completion, by selected student and institution characteristics

Student and institution characteristics	Time between high school graduation and degree completion				
	Within 4 years	4–5 years	5–6 years	6–10 years	More than 10 years
Total	32.7	22.9	10.8	14.8	18.9
Gender					
Male	28.6	25.2	12.8	16.4	17.1
Female	35.8	21.1	9.3	13.6	20.1
Race/ethnicity					
White, non-Hispanic	34.7	24.3	10.0	13.0	18.1
Black/African American, non-Hispanic	22.5	19.2	12.5	15.4	30.4
Hispanic or Latino	24.8	16.4	15.0	23.5	20.4
Asian	34.7	21.5	12.7	22.0	9.1
American Indian/Alaska Native	16.4	14.9	16.3	11.9	40.6
Native Hawaiian/Pacific Islander	21.0	12.4	12.0	35.1	19.6
Other race[1]	25.7	24.6	13.2	18.4	18.1
More than one race	40.1	18.2	7.0	18.8	16.0
Disability status					
Does not have a disability	33.9	23.0	10.5	13.9	18.7
Has a disability	22.4	16.3	8.4	15.5	37.4
Parents' educational attainment					
Less than high school	7.8	10.5	11.2	19.9	50.7
High school or equivalency	20.0	18.9	11.8	17.4	31.9
Some postsecondary education	30.9	25.4	10.9	13.8	19.1
Bachelor's degree	38.7	28.2	9.8	12.4	11.0
Master's degree or equivalent	45.5	25.0	10.5	10.5	8.5
Doctoral/professional degree	55.0	24.6	5.6	8.4	6.4
Age at bachelor's completion					
22 or younger	64.7	34.2	1.1	0.1	#
23–24	1.6	27.7	48.7	21.9	#
25–29	0.2	0.3	1.5	75.5	22.5
30–39	0.1	0.1	#	0.6	99.2
40 or older	#	0.3	0.3	0.9	98.5

See notes at end of table.

Table II.10. Percentage distribution of 1999–2000 first-time bachelor's degree recipients according to time between high school graduation and degree completion, by selected student and institution characteristics—Continued

Student and institution characteristics	Time between high school graduation and degree completion				
	Within 4 years	4–5 years	5–6 years	6–10 years	More than 10 years
Undergraduate major					
Business/management	28.8	20.0	9.6	15.6	26.1
Education	25.7	25.4	15.3	15.5	18.1
Engineering	23.7	32.2	15.2	15.0	13.9
Health	26.3	22.3	10.8	14.2	26.5
Other technical/professional	34.6	27.3	12.0	13.9	12.2
Social/behavioral sciences	41.2	21.7	8.8	12.9	15.5
Humanities	35.7	20.7	10.5	15.6	17.6
Life sciences	38.8	25.0	8.5	17.4	10.4
Physical sciences	45.8	18.9	11.4	13.6	10.3
Mathematics	39.8	30.7	9.9	11.5	8.1
Computer/information science	22.0	21.5	12.9	16.8	26.8
Vocational/technical	28.2	22.8	11.6	13.3	24.2
Combined SAT scores					
No exam taken or no score reported	4.2	3.9	9.6	26.6	55.7
Below 1000	30.8	25.0	18.8	18.1	7.4
1000–1200	47.4	34.9	8.5	7.1	2.0
Above 1200	58.0	31.9	5.9	3.5	0.7
First institution type					
Public 2-year	8.6	13.7	15.3	25.7	36.7
Public 4-year nondoctorate-granting	23.9	29.9	12.0	14.8	19.3
Public doctorate-granting	33.4	30.2	12.0	13.2	11.2
Private not-for-profit 4-year nondoctorate-granting	56.5	18.5	5.8	6.9	12.3
Private not-for-profit doctorate-granting	60.3	18.3	6.0	8.2	7.3
Private for-profit	15.0	2.3	5.1	13.7	63.8
Other	2.5	14.3	11.0	32.5	39.8
Number of institutions attended					
One	51.8	28.6	8.4	6.9	4.3
Two	25.6	23.4	13.2	18.3	19.5
Three	12.9	15.1	12.8	23.8	35.4
Four or more	5.9	6.6	8.2	21.5	57.9
Cumulative undergraduate GPA					
Less than 2.00	18.8	10.4	15.6	23.5	31.8
2.00–2.49	14.0	26.2	17.6	25.2	17.0
2.50–2.99	28.1	25.9	14.2	18.2	13.7
3.00–3.49	35.3	25.5	10.1	13.3	15.8
3.50 or higher	39.1	16.4	6.9	10.4	27.3

See notes at end of table.

Table II.10. Percentage distribution of 1999–2000 first-time bachelor's degree recipients according to time between high school graduation and degree completion, by selected student and institution characteristics—Continued

Student and institution characteristics	Time between high school graduation and degree completion				
	Within 4 years	4–5 years	5–6 years	6–10 years	More than 10 years
Degree-granting institution type					
Public	25.5	26.9	13.6	16.7	17.3
Nondoctorate-granting	19.0	25.0	13.9	17.9	24.3
Doctorate-granting	28.3	27.7	13.5	16.1	14.3
Private not-for-profit	47.7	15.8	5.5	11.0	20.0
Nondoctorate-granting	44.5	14.1	4.5	10.5	26.5
Doctorate-granting	52.2	18.2	6.9	11.6	11.1
Private for-profit	11.8	3.1	6.0	19.7	59.4
Total undergraduate debt					
Did not borrow	37.4	23.6	9.6	12.6	16.8
$5,000 or less	26.3	25.0	11.3	14.8	22.7
$5,001–10,000	24.2	21.0	13.2	17.9	23.7
$10,001–20,000	34.9	23.0	12.4	14.3	15.4
$20,001–30,000	25.5	24.8	9.1	18.6	22.0
More than $30,000	24.5	15.3	12.3	20.2	27.7

#Rounds to zero.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding. See the glossary for exact definitions of the time span category ranges.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table II.11. Percentage distribution of 1999–2000 first-time bachelor's degree recipients according to time between postsecondary entry and degree completion, by selected student and institution characteristics

Student and institution characteristics	Time between postsecondary entry and degree completion			
	Within 4 years	4–5 years	5–6 years	More than 6 years
Total	38.7	23.5	9.9	28.0
Gender				
Male	35.2	26.3	11.5	27.0
Female	41.2	21.4	8.6	28.7
Race/ethnicity				
White, non-Hispanic	40.6	24.2	9.1	26.1
Black/African American, non-Hispanic	27.4	24.0	11.4	37.1
Hispanic or Latino	30.2	20.6	12.8	36.4
Asian	42.8	23.0	10.9	23.3
American Indian/Alaska Native	19.5	15.1	22.0	43.5
Native Hawaiian/Pacific Islander	25.0	12.4	17.2	45.5
Other race[1]	39.7	16.8	13.0	30.5
More than one race	46.8	17.4	7.7	28.2
Disability status				
Does not have a disability	40.0	23.3	9.7	27.1
Has a disability	28.4	17.5	10.0	44.2
Parents' educational attainment				
Less than high school	13.6	15.5	10.1	60.8
High school or equivalency	26.0	22.0	10.8	41.3
Some postsecondary education	35.3	25.6	10.2	28.9
Bachelor's degree	44.1	26.5	9.3	20.1
Master's degree or equivalent	50.9	24.3	9.1	15.6
Doctoral/professional degree	60.7	21.4	5.2	12.7
Age at bachelor's completion				
22 or younger	70.9	28.5	0.5	0.1
23–24	8.2	37.5	39.8	14.5
25–29	6.0	5.4	7.7	80.9
30–39	3.9	5.7	2.6	87.8
40 or older	5.1	4.1	2.3	88.6
Undergraduate major				
Business/management	34.5	21.6	9.5	34.4
Education	29.8	29.4	14.0	26.8
Engineering	28.3	33.0	13.9	24.8
Health	30.7	24.2	10.4	34.7
Other technical/professional	40.0	27.7	9.9	22.4
Social/behavioral sciences	47.6	20.4	7.8	24.3
Humanities	41.6	21.3	8.9	28.3
Life sciences	47.3	24.1	8.3	20.4
Physical sciences	54.4	17.7	10.2	17.6
Mathematics	46.4	29.1	8.6	16.0
Computer/information science	31.3	22.4	12.7	33.6
Vocational/technical	36.1	21.5	9.5	32.9

See notes at end of table.

Table II.11. Percentage distribution of 1999–2000 first-time bachelor's degree recipients according to time between postsecondary entry and degree completion, by selected student and institution characteristics—Continued

Student and institution characteristics	Time between postsecondary entry and degree completion: Within 4 years	4–5 years	5–6 years	More than 6 years
Combined SAT scores				
No exam taken or no score reported	10.6	8.3	11.0	70.1
Below 1000	36.1	28.0	15.8	20.1
1000–1200	53.7	31.9	7.4	7.1
Above 1200	63.6	29.0	4.1	3.3
First institution type				
Public 2-year	10.8	19.4	15.5	54.3
Public 4-year nondoctorate-granting	30.1	31.8	10.3	27.8
Public doctorate-granting	41.0	29.3	10.2	19.5
Private not-for-profit 4-year nondoctorate-granting	63.9	17.8	4.3	14.0
Private not-for-profit doctorate-granting	66.4	16.2	5.8	11.7
Private for-profit	16.2	7.9	9.3	66.6
Other	6.0	15.3	8.9	69.8
Number of institutions attended				
One	57.9	27.0	7.3	7.8
Two	32.4	25.7	11.7	30.2
Three	17.8	17.0	13.4	51.9
Four or more	9.8	8.5	7.5	74.2
Cumulative undergraduate GPA				
Less than 2.00	25.3	8.5	16.7	49.5
2.00–2.49	19.4	28.4	15.7	36.6
2.50–2.99	33.0	27.5	13.4	26.2
3.00–3.49	41.8	24.7	8.6	24.9
3.50 or higher	45.4	17.1	6.8	30.7
Degree-granting institution type				
Public	31.6	28.2	12.2	28.0
Nondoctorate-granting	23.8	27.8	13.3	35.1
Doctorate-granting	34.9	28.4	11.7	25.0
Private not-for-profit	53.7	14.9	5.2	26.3
Nondoctorate-granting	50.1	14.0	4.3	31.7
Doctorate-granting	58.6	16.2	6.4	18.9
Private for-profit	12.9	8.8	12.7	65.6
Total undergraduate debt				
Did not borrow	43.7	23.6	8.3	24.4
$5,000 or less	32.2	24.9	11.9	30.9
$5,001–10,000	29.3	22.8	12.1	35.9
$10,001–20,000	41.6	24.4	10.1	23.9
$20,001–30,000	31.1	25.9	10.2	32.9
More than $30,000	29.0	15.8	12.9	42.4

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding. See the glossary for exact definitions of the time span category ranges.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table II.12. Among 1999–2000 bachelor's degree recipients, average and median number of months between postsecondary entry and degree completion, by type of degree-granting institution and selected student and institution characteristics

	Months between postsecondary entry and degree completion					
	Average			Median		
Student and institution characteristics	Total[1]	Public	Private not-for-profit	Total[1]	Public	Private not-for-profit
Total	81.3	79.6	81.4	54.8	56.6	48.3
Gender						
Male	78.2	75.8	79.4	56.8	56.9	49.3
Female	83.5	82.5	82.8	53.7	56.0	47.2
Race/ethnicity						
White, non-Hispanic	79.9	78.2	80.4	53.6	55.6	47.4
Black/African American, non-Hispanic	99.6	95.1	107.5	61.7	60.6	58.7
Hispanic or Latino	83.9	80.4	83.6	60.0	64.4	54.5
Asian	65.2	67.4	58.9	53.0	56.3	46.6
American Indian/Alaska Native	111.6	110.1	‡	65.4	67.5	‡
Native Hawaiian/Pacific Islander	91.8	102.2	‡	73.2	85.0	‡
Other race[2]	84.9	86.0	77.5	56.5	64.1	47.4
More than one race	78.5	82.8	66.7	51.1	53.7	45.5
Disability status						
Does not have a disability	80.6	79.2	80.6	54.2	56.1	47.5
Has a disability	114.9	110.7	116.6	66.9	70.3	57.6
Parents' educational attainment						
Less than high school	143.3	129.6	166.9	93.1	83.9	127.0
High school or equivalency	101.3	97.3	107.7	63.1	62.4	60.3
Some postsecondary education	82.7	80.1	85.8	55.8	57.1	50.3
Bachelor's degree	70.3	69.7	68.6	51.4	53.5	45.5
Master's degree or equivalent	63.5	63.2	62.7	48.9	51.5	45.0
Doctoral/professional degree	60.2	61.6	57.2	47.5	50.7	46.8
Age at bachelor's completion						
22 or younger	47.6	48.6	46.2	45.7	46.2	44.6
23–24	62.8	62.8	62.7	63.2	63.3	61.4
25–29	93.2	92.6	94.4	93.3	92.4	93.9
30–39	158.6	158.9	158.7	162.7	162.4	163.2
40 or older	252.0	254.8	250.8	280.1	282.1	278.3

See notes at end of table.

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Table II.12. Among 1999–2000 bachelor's degree recipients, average and median number of months between postsecondary entry and degree completion, by type of degree-granting institution and selected student and institution characteristics—Continued

Student and institution characteristics	Months between postsecondary entry and degree completion					
	Average			Median		
	Total[1]	Public	Private not-for-profit	Total[1]	Public	Private not-for-profit
Undergraduate major						
Business/management	94.0	79.3	109.3	57.2	55.7	59.7
Education	79.3	79.9	78.2	56.2	57.6	50.7
Engineering	73.6	76.2	64.8	58.7	58.1	48.3
Health	94.9	94.8	94.3	58.6	59.2	56.1
Other technical/professional	68.6	68.2	68.8	54.9	56.0	48.0
Social/behavioral sciences	74.8	80.8	63.9	50.4	54.9	45.1
Humanities	80.7	84.9	74.1	55.3	57.1	47.7
Life sciences	66.5	69.4	60.0	51.5	55.6	46.1
Physical sciences	65.7	71.4	54.4	47.4	56.8	45.5
Mathematics	64.6	69.3	55.4	50.8	54.5	45.4
Computer/information science	91.5	77.8	113.2	58.0	57.7	54.8
Vocational/technical	91.5	81.2	115.9	57.2	55.7	59.4
Combined SAT scores						
No exam taken or no score reported	138.6	132.1	147.3	104.6	98.6	117.6
Below 1000	66.3	67.0	64.4	57.5	57.6	47.8
1000–1200	54.6	56.5	50.6	47.7	49.5	45.1
Above 1200	50.4	52.5	47.8	45.8	50.6	45.3
First institution type						
Public 2-year	109.5	98.8	131.7	77.9	71.8	102.2
Public 4-year nondoctorate-granting	81.8	74.4	137.8	56.0	55.4	104.5
Public doctorate-granting	70.9	65.2	152.3	52.8	50.9	115.0
Private not-for-profit 4-year nondoctorate-granting	65.5	105.9	57.4	45.6	61.5	45.1
Private not-for-profit doctorate-granting	60.3	103.2	54.6	47.2	61.7	46.8
Private for-profit	142.5	165.9	‡	110.5	135.1	‡
Other	134.2	136.8	130.0	92.8	99.2	78.8
Number of institutions attended						
One	55.0	58.5	48.9	45.8	51.7	44.2
Two	81.7	79.1	83.5	57.1	57.6	54.7
Three	109.6	102.8	120.2	76.9	72.4	82.0
Four or more	158.7	145.5	175.7	127.4	112.3	154.1
Cumulative undergraduate GPA						
Less than 2.00	113.5	128.6	‡	71.4	87.9	‡
2.00–2.49	83.5	83.6	82.2	63.7	65.8	55.4
2.50–2.99	75.7	76.8	70.4	56.4	57.3	48.9
3.00–3.49	77.2	77.2	75.1	52.8	54.7	46.5
3.50 or higher	91.1	84.5	94.8	52.6	54.9	48.2

See notes at end of table.

Table II.12. Among 1999–2000 bachelor's degree recipients, average and median number of months between postsecondary entry and degree completion, by type of degree-granting institution and selected student and institution characteristics—Continued

	Months between postsecondary entry and degree completion					
	Average			Median		
Student and institution characteristics	Total[1]	Public	Private not-for-profit	Total[1]	Public	Private not-for-profit
Degree-granting institution type						
Public	79.6	79.6	‡	56.6	56.6	‡
Nondoctorate-granting	90.1	90.1	‡	60.4	60.4	‡
Doctorate-granting	75.2	75.2	‡	55.3	55.3	‡
Private not-for-profit	81.4	‡	81.4	48.3	‡	48.3
Nondoctorate-granting	90.7	‡	90.7	48.9	‡	48.9
Doctorate-granting	68.6	‡	68.6	47.8	‡	47.8
Private for-profit	149.2	‡	‡	107.8	‡	‡
Total undergraduate debt						
Did not borrow	80.0	76.2	86.1	52.6	54.5	48.1
$5,000 or less	87.6	84.5	97.0	57.3	58.8	53.1
$5,001–10,000	92.2	85.9	105.5	59.8	60.4	56.1
$10,001–20,000	74.2	72.7	73.6	53.3	58.1	48.1
$20,001–30,000	83.9	89.6	69.4	57.8	61.7	47.5
More than $30,000	88.1	94.7	81.2	64.4	73.2	58.3

‡Reporting standards not met.

[1]Included in total but not shown separately are those who graduated from for-profit institutions.

[2]Respondents identified themselves as belonging to another race. See the glossary for details.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Section III: Employment and Community Service

Employment

- Overall, 87 percent of 1999–2000 bachelor's degree recipients were employed in 2001 (table III.1), including about 77 percent working full time and 11 percent working part time. Five percent were unemployed, 6 percent were out of the labor force, and the remaining 1 percent were waiting to report to work or were laid off.
- Male bachelor's degree recipients were more likely than female bachelor's degree recipients to be working full time (80 vs. 74 percent), while female recipients were more likely to be working part time (12 vs. 9 percent) or to be out of the labor force (8 vs. 5 percent; table III.1). No difference could be detected in the percentage of men and women who were unemployed (5 percent each).
- Employed 1999–2000 bachelor's degree recipients were more likely to be working in business and management or education than in any other occupation (table III.2). Twenty-five percent of all employed bachelor's recipients worked in business and management in 1999–2000, and 18 percent were educators (including K–12 teachers and other instructors).
- Women were more likely than men to be employed as educators or medical professionals, and in administrative, clerical, and legal positions (table III.2). Men, on the other hand, were more likely to be employed in business and management, engineering/architecture, or computer science, or as mechanics and laborers.
- The average annual salary of employed 1999–2000 bachelor's degree recipients was about $33,100 in 2001; the median annual salary was $29,800 (table III.3). On average, male bachelor's degree recipients earned $7,000 more per year than their female counterparts.
- Those 1999–2000 bachelor's degree recipients who had received a bachelor's degree from a private for-profit institution earned on average more than those who had received their degree from either a public or a private not-for-profit institution (table III.3).
- Thirteen percent of 1999–2000 bachelor's degree recipients were not working in 2001; among them, 8 percent had received unemployment compensation (table III.4). On average, 14 months elapsed since those who were not working last worked for pay.

- College graduates with disabilities were less likely than those without disabilities to be working (83 vs. 88 percent),[10] and on average those who were not working had been out of work for longer periods of time (27 vs. 13 months; table III.4). However, no difference could be detected in the percentage who received unemployment compensation by disability status (about 9 percent for each group).

Opinions About Employment

- In 2001, more than two-thirds of employed 1999–2000 bachelor's degree recipients said that their job was the start of their career (71 percent; table III.5). This was true specifically for students who had earned the degree from public and private not-for-profit institutions (72 and 70 percent, respectively). Of students who had earned the degree from private for-profit institutions, 59 percent agreed with this statement.
- The majority of employed 1999–2000 bachelor's degree recipients said that their job was closely related to their undergraduate major (54 percent; table III.5). No difference could be detected in the percentage who said that their job was not at all related and the percentage who said their job was somewhat related to their undergraduate major.
- In 2001, employed 1999–2000 bachelor's degree recipients who were married were more likely to say that their job was the start of a career than those who were single, never married (74 vs. 71 percent; table III.5). In addition, they were more likely to say that their job was closely related to their undergraduate major (61 vs. 51 percent).
- Among employed 1999–2000 bachelor's degree recipients who did not consider their current job to be the start of their career, about 38 percent said they were just paying the bills (table III.6). Nineteen percent said they were working while deciding on future plans, 11 percent said they were continuing in the career in which they were already working, and 10 percent said they were exploring career options.

Occupational Licensing and Certification

- Twenty-two percent of 1999–2000 bachelor's degree recipients had an occupational license, and 11 percent had a professional certification[11] (table III.7). These percentages were related to age at bachelor's degree completion: as age increased, so did the likelihood of having an occupational license or a professional certification. For example, 19 percent of students who were age 22 or younger when they received the bachelor's degree had an occupational license, compared with 30 percent of those who were 40 or older at degree completion.
- Bachelor's degree recipients who received their degree from public and private not-for-profit institutions were more likely than those who attended private for-profit

[10]The percentage working was calculated as the inverse of the percentage not working shown in the first column of table III.4: for graduates with disabilities, 100 – 17 = 83 percent; for graduates without disabilities, 100 – 12 = 88 percent.

[11]An occupational license is required by law in order to practice a given profession. A professional certification allows the holder to qualify or advance in an occupational area but is not required by law.

institutions to have an occupational license; however, graduates of public and private not-for-profit institutions were less likely to have a professional certification (table III.7).

Community Service

- In 2001, 43 percent of all 1999–2000 bachelor's degree recipients reported doing community service in the year after they had completed college, with 8 percent reporting tutoring or educational work with kids, and 11 percent reporting other volunteering with kids (table III.8). Women were more likely than men to have engaged in community service overall, as well as to have volunteered more often in tutoring or education-related work with kids, or in health care/hospital work. Conversely, men were more likely to have done other volunteering with kids, such as coaching or mentoring.
- Bachelor's degree recipients living in the South were more likely than those living in the Northeast or Midwest to have participated in community service (table III.8). Graduates in the West were also more likely than those in the Northeast to have engaged in community service.

Table III.1. Percentage distribution of 1999–2000 bachelor's degree recipients according to their employment status and the corresponding unemployment rate, by selected student and institution characteristics: 2001

Student and institution characteristics	Employment status						Unemployment rate[1]
	Working			Unemployed	Laid off	Out of labor force	
	Total	Full time	Part time				
Total	87.4	76.5	10.9	5.1	1.0	6.4	6.6
Gender							
Male	89.2	80.4	8.8	5.2	0.7	4.9	6.2
Female	86.1	73.7	12.5	5.1	1.2	7.5	6.9
Race/ethnicity							
White, non-Hispanic	88.3	77.6	10.8	4.7	1.0	5.9	6.1
Black/African American, non-Hispanic	87.2	76.3	10.9	6.2	1.5	5.0	8.2
Hispanic or Latino	87.3	76.3	11.1	4.5	0.9	7.3	5.8
Asian	79.4	67.4	12.1	9.7	0.4	10.5	11.3
American Indian/Alaska Native	80.5	68.5	11.9	5.6	#	13.9	6.5
Native Hawaiian/Pacific Islander	90.0	79.7	10.2	6.0	#	4.0	6.2
Other race[2]	77.2	64.2	13.0	6.9	1.4	14.4	9.8
More than one race	88.2	76.1	12.1	3.4	0.2	8.2	3.9
Disability status							
Does not have a disability	88.5	77.0	11.4	4.5	0.9	6.1	5.8
Has a disability	83.0	70.0	13.0	7.1	1.9	8.1	9.7
Age at bachelor's completion							
22 or younger	86.3	74.3	12.0	5.6	1.0	7.0	7.2
23–24	90.8	80.6	10.2	4.2	0.8	4.2	5.2
25–29	87.2	78.0	9.3	5.6	0.8	6.3	6.9
30–39	88.3	78.1	10.3	4.5	0.7	6.5	5.5
40 or older	85.1	75.9	9.2	4.5	2.1	8.3	7.1
Current marital status							
Single, never married	87.3	75.5	11.8	6.0	0.9	5.8	7.3
Married	87.9	78.9	9.0	3.2	1.0	7.9	4.6
Separated	94.4	87.3	7.0	1.8	0.9	3.0	2.8
Divorced	86.8	74.7	12.0	5.6	2.7	4.9	8.7
Widowed	‡	‡	‡	‡	‡	‡	‡
Region of current residence							
Northeast	87.3	76.7	10.6	5.1	1.0	6.6	6.5
Midwest	89.4	78.6	10.8	4.8	1.1	4.7	6.2
South	88.0	77.9	10.2	4.1	1.0	6.8	5.6
West	85.5	73.0	12.5	6.7	0.7	7.1	8.0
Outlying areas	83.5	74.8	8.7	7.5	0.6	8.4	8.8

See notes at end of table.

Table III.1. Percentage distribution of 1999–2000 bachelor's degree recipients according to their employment status and the corresponding unemployment rate, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Employment status						
	Working					Out of labor force	Unemployment rate[1]
	Total	Full time	Part time	Unemployed	Laid off		
Undergraduate major							
Business/management	91.0	84.3	6.7	4.9	0.7	3.5	5.7
Education	94.4	84.8	9.6	1.2	0.8	3.6	2.1
Engineering	93.3	85.5	7.8	3.7	0.5	2.5	4.2
Health	87.8	74.1	13.7	3.6	1.7	6.9	5.7
Other technical/professional	87.9	79.5	8.4	6.2	1.1	4.9	7.7
Social/behavioral sciences	83.2	69.6	13.6	6.7	1.0	9.1	8.5
Humanities	84.5	69.0	15.5	7.4	1.5	6.7	9.5
Life sciences	75.1	59.9	15.2	5.1	1.6	18.3	8.2
Physical sciences	84.6	74.3	10.2	1.5	#	13.9	1.8
Mathematics	86.7	75.1	11.6	5.7	#	7.6	6.1
Computer/information science	91.2	86.7	4.5	5.0	0.4	3.4	5.5
Vocational/technical	95.2	90.7	4.5	2.8	0.8	1.3	3.6
Degree-granting institution type							
Public	88.0	76.8	11.1	4.9	1.1	6.1	6.4
Nondoctorate-granting	88.8	78.6	10.2	6.1	0.6	4.6	7.0
Doctorate-granting	87.6	76.1	11.5	4.4	1.3	6.7	6.1
Private not-for-profit	86.3	75.5	10.9	5.5	0.9	7.2	7.0
Nondoctorate-granting	89.5	79.4	10.1	4.6	0.9	5.0	5.8
Doctorate-granting	81.9	70.0	12.0	6.9	1.0	10.3	8.7
Private for-profit	90.1	85.7	4.4	5.6	0.3	4.0	6.2
Total undergraduate debt							
Did not borrow	85.5	73.6	12.0	5.4	0.8	8.3	6.8
$5,000 or less	89.1	78.1	11.0	5.0	1.0	5.0	6.2
$5,001–10,000	88.6	78.1	10.5	5.0	1.2	5.2	6.6
$10,001–20,000	89.2	78.7	10.6	4.6	0.9	5.3	5.8
$20,001–30,000	89.7	78.9	10.8	5.7	1.5	3.1	7.4
More than $30,000	88.0	78.7	9.3	7.3	1.1	3.7	8.7
Current enrollment status							
Not currently enrolled	90.7	84.3	6.4	4.9	1.1	3.4	0.0
Enrolled part time	93.1	84.2	8.9	2.6	0.7	3.7	0.0
Enrolled full time	67.5	30.8	36.7	7.9	0.7	23.9	100.0

#Rounds to zero.

‡Reporting standards not met.

[1]The unemployment rate is constructed to approximate the definition of the unemployment rate used by the Bureau of Labor Statistics. In this table, the rate is calculated as the number of people who are not working but looking for work, or who are laid off/waiting to report to work, divided by all those who are in the labor force (the two groups mentioned, plus those who are working; respondents who are out of the labor force are excluded from the calculation). See the glossary for more information.

[2]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

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Table III.2. Percentage distribution of employed 1999–2000 bachelor's degree recipients according to occupation, by selected student and institution characteristics: 2001

Student and institution characteristics	Occupation											
	Education (K–12 and other instructors)	Business and management	Engineering/ architecture	Computer science	Medical professionals	Editors/ writers/ performers	Human/ protective/ service professionals	Research, scientists, technical	Administrative, clerical, legal	Mechanics, laborers	Service industries	Other
Total	18.1	25.3	4.8	6.8	7.0	3.5	5.9	5.1	6.7	3.8	11.8	1.2
Gender												
Male	11.0	26.7	9.1	10.8	3.0	3.3	5.2	6.8	4.5	6.8	11.0	1.8
Female	23.6	24.2	1.5	3.7	10.1	3.7	6.5	3.8	8.4	1.5	12.4	0.6
Race/ethnicity												
White, non-Hispanic	18.4	25.4	4.7	6.1	7.1	3.5	5.5	5.0	6.6	4.1	12.4	1.2
Black/African American, non-Hispanic	18.4	25.4	3.3	6.7	8.6	1.5	11.3	3.7	8.3	2.7	8.1	2.2
Hispanic or Latino	24.9	22.1	3.7	6.3	4.7	5.3	6.6	6.0	5.8	3.3	11.2	0.2
Asian	5.0	25.7	9.9	19.1	6.1	3.8	3.9	7.8	5.6	2.9	8.6	1.7
American Indian/Alaska Native	21.3	20.9	7.8	4.7	9.3	#	4.7	3.7	11.2	5.6	10.9	#
Native Hawaiian/Pacific Islander	10.5	33.3	1.7	6.1	9.7	1.5	7.6	6.3	4.2	2.4	15.7	1.2
Other race[1]	11.8	26.0	5.4	5.6	5.9	4.1	5.2	4.3	13.3	4.7	13.6	#
More than one race	13.4	35.1	4.9	4.3	7.8	5.7	5.1	3.9	7.1	0.2	11.6	1.0
Disability status												
Does not have a disability	18.4	24.7	4.8	6.8	7.3	3.6	6.0	5.2	7.0	3.7	11.3	1.2
Has a disability	16.9	24.2	3.0	7.8	7.1	2.0	7.8	4.5	8.7	2.9	13.3	1.8
Age at bachelor's completion												
22 or younger	18.3	25.0	5.2	6.1	5.5	4.0	5.6	5.7	7.8	2.8	13.1	1.0
23–24	20.0	25.9	5.8	8.5	5.4	3.1	4.5	4.8	6.0	4.8	10.5	0.8
25–29	16.1	24.7	3.3	7.1	8.9	3.4	7.8	4.6	4.7	4.6	13.6	1.2
30–39	17.0	28.0	4.0	6.1	10.8	2.7	6.3	3.9	4.9	5.0	9.1	2.2
40 or older	16.7	23.6	3.2	6.7	13.5	2.2	8.5	4.7	7.6	4.6	6.7	2.1

See notes at end of table.

Table III.2. Percentage distribution of employed 1999–2000 bachelor's degree recipients according to occupation, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Occupation											
	Education (K–12 and other instructors)	Business and management	Engineering/ architecture	Computer science	Medical professionals	Editors/ writers/ performers	Human/ protective/ service professionals	Research, scientists, technical	Administrative, clerical, legal	Mechanics, laborers	Service industries	Other
Current marital status												
Single, never married	16.2	26.0	4.9	7.0	5.2	4.2	5.4	5.6	7.3	3.9	13.4	0.9
Married	22.1	23.3	5.0	6.3	10.1	2.3	6.8	4.6	5.5	3.8	8.7	1.7
Separated	30.6	23.0	1.0	5.3	7.3	2.1	4.8	2.9	4.7	4.7	13.8	0.0
Divorced	16.8	29.2	2.4	5.7	11.7	1.3	8.6	3.8	6.5	2.5	9.4	2.1
Widowed	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Region of current residence												
Northeast	16.5	26.7	4.8	7.3	5.8	4.8	6.2	5.1	7.7	3.0	11.5	0.7
Midwest	17.9	25.0	5.1	6.1	9.7	2.9	5.7	4.2	5.7	4.8	11.8	1.2
South	20.0	25.0	4.0	6.2	7.1	3.0	6.0	5.2	6.6	3.6	11.6	1.7
West	16.9	24.3	5.7	8.2	4.9	3.8	6.0	6.4	6.6	3.9	12.7	0.8
Outlying areas	25.1	19.3	1.8	1.7	5.9	3.4	3.6	13.7	7.4	6.7	9.9	1.6
Undergraduate major												
Business/management	3.6	54.0	1.1	8.8	0.9	0.9	1.4	1.5	6.6	4.0	16.2	1.1
Education	74.5	6.2	0.8	1.6	0.9	0.4	2.5	0.4	3.4	1.8	7.2	0.3
Engineering	3.2	10.9	51.2	10.7	1.0	0.5	#	13.2	1.7	3.8	2.9	0.9
Health	7.8	11.0	0.7	0.8	57.1	0.5	4.7	2.6	3.0	2.1	9.0	0.8
Other technical/professional	8.3	22.0	5.1	4.1	6.2	10.2	3.7	4.8	8.5	6.9	19.0	1.2
Social/behavioral sciences	18.3	25.3	0.5	3.2	3.4	1.6	16.7	4.1	9.8	3.0	12.6	1.5
Humanities	23.7	19.4	0.8	5.9	2.1	13.1	4.5	2.0	9.6	4.2	13.6	1.0
Life sciences	15.7	15.4	1.0	3.0	10.0	1.0	2.8	25.6	5.2	8.7	9.1	2.5
Physical sciences	16.5	10.6	2.3	5.7	5.7	0.5	3.3	44.2	1.5	1.7	4.3	3.7
Mathematics	42.8	23.0	4.1	7.7	#	0.3	1.8	6.8	2.8	2.4	6.0	2.3
Computer/information science	1.2	13.5	14.5	57.9	0.5	#	0.3	2.7	4.2	1.7	2.8	0.8
Vocational/technical	9.3	25.3	2.2	2.3	2.5	#	33.4	3.8	9.3	3.5	7.1	1.1

See notes at end of table.

Table III.2. Percentage distribution of employed 1999–2000 bachelor's degree recipients according to occupation, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Occupation											
	Education (K–12 and other instructors)	Business and management	Engineering/ architecture	Computer science	Medical professionals	Editors/ writers/ performers	Human/ protective/ service professionals	Research, scientists, technical	Administrative, clerical, legal	Mechanics, laborers	Service industries	Other
Degree-granting institution type												
Public	18.1	25.2	5.7	7.1	6.8	2.7	5.8	5.4	6.2	4.1	12.0	0.9
Nondoctorate-granting	24.2	25.7	2.7	4.8	6.0	2.7	7.8	4.1	5.6	4.6	11.0	0.7
Doctorate-granting	15.5	25.0	7.0	8.0	7.2	2.7	4.9	6.0	6.5	3.9	12.4	1.0
Private not-for-profit	18.6	25.0	3.2	6.0	7.7	4.8	6.5	4.5	7.5	3.3	11.3	1.7
Nondoctorate-granting	21.4	23.1	1.8	5.3	7.8	4.1	7.7	4.0	7.2	4.3	11.5	1.8
Doctorate-granting	14.3	28.0	5.3	7.0	7.4	5.8	4.7	5.3	7.9	1.8	10.9	1.6
Private for-profit	7.1	34.9	2.4	11.9	1.0	9.3	0.8	5.8	10.5	3.0	13.5	#
Current employment status												
Working full time	16.9	27.6	5.4	7.4	6.9	3.4	6.3	4.6	5.5	3.7	11.2	1.0
Working part time	26.2	9.8	0.8	2.6	7.8	3.9	3.1	8.7	14.6	4.3	16.1	2.0
Total undergraduate debt												
Did not borrow	16.4	27.1	5.9	6.3	6.4	3.5	4.2	5.6	6.2	4.5	12.4	1.4
$5,000 or less	20.3	28.3	4.4	7.4	7.2	1.9	6.2	3.9	6.2	4.3	9.2	0.7
$5,001–10,000	18.7	26.0	4.8	7.1	6.4	3.4	7.9	3.9	7.8	3.6	8.9	1.5
$10,001–20,000	20.0	24.7	3.5	7.4	5.9	3.3	6.6	5.7	7.2	3.0	11.8	0.9
$20,001–30,000	17.8	22.1	5.0	6.6	8.9	3.3	5.5	5.5	6.8	3.6	14.4	0.6
More than $30,000	16.0	23.0	4.6	5.3	12.8	4.8	7.9	4.4	5.0	3.1	11.1	1.8
Current enrollment status												
Not currently enrolled	15.8	27.5	5.2	7.2	7.2	3.9	6.0	4.1	5.8	4.0	12.3	1.0
Enrolled part time	35.0	21.3	5.8	5.7	4.0	1.6	5.9	4.1	5.1	3.1	7.0	1.5
Enrolled full time	24.2	12.0	1.7	4.1	7.1	2.0	5.5	13.0	14.4	2.9	11.1	2.0

#Rounds to zero.

‡Reporting standards not met.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Includes only employed respondents (87 percent of total sample). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table III.3. Percentage distribution of 1999–2000 bachelor's degree recipients according to annual salary, and average and median annual salary, by selected student and institution characteristics: 2001

Student and institution characteristics	Annual salary								
	Not working	Less than $20,000	$20,000–29,999	$30,000–39,999	$40,000–49,999	$50,000–59,999	$60,000 or more	Average annual salary[1]	Median annual salary[1]
Total	14.0	14.6	23.5	24.4	11.8	6.2	5.4	$33,130	$29,809
Gender									
Male	12.2	11.7	18.5	24.4	15.3	9.7	8.3	37,256	33,726
Female	15.4	16.7	27.1	24.5	9.2	3.8	3.3	30,033	28,498
Race/ethnicity									
White, non-Hispanic	13.0	14.6	24.6	24.4	11.7	6.5	5.2	33,052	29,722
Black/African American, non-Hispanic	14.7	12.0	26.1	25.9	11.3	5.6	4.5	32,587	30,506
Hispanic or Latino	13.9	19.8	21.6	24.7	11.5	3.6	4.9	31,651	29,444
Asian	24.5	10.9	10.9	19.8	16.7	8.4	8.9	37,729	36,325
American Indian/Alaska Native	20.2	12.7	17.2	27.3	7.6	3.4	11.8	35,667	32,596
Native Hawaiian/Pacific Islander	10.5	8.5	13.6	49.5	6.1	8.1	3.8	34,306	32,652
Other race[2]	25.1	14.4	17.4	17.9	9.1	11.7	4.5	32,783	31,128
More than one race	16.4	13.1	24.7	26.6	8.7	1.5	9.1	32,199	30,206
Disability status									
Does not have a disability	12.8	15.3	23.7	24.5	11.8	6.3	5.5	32,968	29,734
Has a disability	19.4	16.4	25.3	22.5	7.8	4.4	4.3	30,870	29,303
Age at bachelor's completion									
22 or younger	14.9	17.3	25.4	23.6	10.5	4.8	3.5	30,704	29,894
23–24	10.3	13.3	24.6	29.2	12.1	5.7	4.8	32,760	30,141
25–29	14.3	11.6	21.2	25.4	14.6	8.1	4.9	34,795	32,209
30–39	13.7	10.0	17.4	21.9	14.0	12.2	10.9	38,692	35,761
40 or older	18.4	10.8	18.8	17.7	11.6	7.1	15.5	41,794	34,760

See notes at end of table.

Table III.3. Percentage distribution of 1999–2000 bachelor's degree recipients according to annual salary, and average and median annual salary, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Annual salary								
	Not working	Less than $20,000	$20,000–29,999	$30,000–39,999	$40,000–49,999	$50,000–59,999	$60,000 or more	Average annual salary[1]	Median annual salary[1]
Current marital status									
Single, never married	14.1	16.3	23.1	24.7	11.7	5.7	4.5	32,003	29,580
Married	13.9	10.9	24.4	23.7	12.2	7.8	7.2	35,311	31,408
Separated	6.3	7.9	40.9	24.1	10.7	3.8	6.5	33,029	29,280
Divorced	14.1	14.8	21.8	26.1	10.2	5.8	7.4	33,290	31,543
Widowed	‡	‡	‡	‡	‡	‡	‡	‡	‡
Region of current residence									
Northeast	14.1	12.5	21.3	25.9	13.4	6.4	6.5	34,768	31,546
Midwest	11.9	15.3	24.5	26.3	11.8	6.6	3.6	31,872	29,608
South	13.5	14.4	26.9	23.9	11.3	5.1	4.8	32,855	29,358
West	15.7	13.3	21.3	23.6	11.2	7.3	7.6	34,132	31,687
Outlying areas	16.8	62.3	10.6	6.6	1.7	2.1	#	17,859	16,240
Undergraduate major									
Business/management	10.6	7.3	15.5	30.4	18.9	9.1	8.2	39,531	34,933
Education	6.0	15.9	44.4	28.4	3.3	1.4	0.7	26,780	26,983
Engineering	8.6	8.9	3.9	13.2	27.9	25.2	12.4	44,520	46,286
Health	13.8	11.5	17.7	25.0	18.5	6.6	6.9	36,365	34,061
Other technical/professional	13.9	15.3	26.5	25.4	8.7	5.0	5.2	31,380	30,170
Social/behavioral sciences	18.2	18.6	27.1	22.4	8.1	2.8	2.9	28,539	27,309
Humanities	17.0	20.8	26.5	23.3	6.3	3.0	3.2	28,657	27,396
Life sciences	26.1	20.3	23.3	19.6	6.0	3.1	1.6	27,240	26,336
Physical sciences	16.4	18.8	19.3	31.4	5.8	7.0	1.3	29,913	30,553
Math	14.3	9.3	22.8	22.9	11.4	14.5	4.8	36,224	34,146
Computer/information science	11.1	3.4	9.6	10.9	22.9	16.9	25.1	48,425	47,885
Vocational/technical	4.9	13.0	34.1	26.8	11.4	3.7	6.1	32,266	29,959

See notes at end of table.

Table III.3. Percentage distribution of 1999–2000 bachelor's degree recipients according to annual salary, and average and median annual salary, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Annual salary								
	Not working	Less than $20,000	$20,000–29,999	$30,000–39,999	$40,000–49,999	$50,000–59,999	$60,000 or more	Average annual salary[1]	Median annual salary[1]
Degree-granting institution type									
Public	13.5	14.1	23.9	25.8	12.0	6.5	4.2	32,594	29,820
Nondoctorate-granting	12.5	13.1	27.5	28.3	10.1	4.5	4.0	31,151	29,711
Doctorate-granting	13.9	14.6	22.4	24.7	12.8	7.3	4.3	33,213	30,045
Private not-for-profit	15.2	15.7	23.4	22.0	11.2	5.8	6.6	33,595	29,625
Nondoctorate-granting	11.9	17.0	27.0	24.3	9.9	4.4	5.6	32,335	30,017
Doctorate-granting	19.8	14.1	18.4	18.8	13.1	7.7	8.1	35,475	32,221
Private for-profit	11.4	8.0	9.0	21.7	14.2	5.8	29.9	45,668	40,055
Current employment status									
Working full time	0.3	9.4	28.3	31.7	15.3	8.1	7.0	35,351	31,952
Working part time	0.8	69.9	20.3	4.8	1.9	0.9	1.5	17,297	13,145
Total undergraduate debt									
Did not borrow	16.6	14.0	21.5	22.9	12.5	6.2	6.4	34,328	30,732
$5,000 or less	11.9	17.6	23.0	25.0	11.9	5.6	5.0	31,232	29,752
$5,001–10,000	12.7	12.9	26.1	26.1	10.3	7.2	4.8	32,620	29,693
$10,001–20,000	11.8	14.6	26.4	26.1	11.6	6.0	3.4	32,159	29,495
$20,001–30,000	11.0	16.1	22.1	26.6	13.1	5.5	5.7	32,885	30,118
More than $30,000	13.0	12.5	24.9	23.9	13.1	4.5	8.2	34,337	31,492
Current enrollment status									
Not currently enrolled	10.5	10.7	25.5	27.0	13.4	7.1	5.9	34,591	31,332
Enrolled part time	8.6	11.7	25.0	28.0	11.1	7.7	7.9	34,754	30,928
Enrolled full time	34.5	36.3	13.0	9.9	3.2	1.1	2.0	21,666	17,012

#Rounds to zero.

‡Reporting standards not met.

[1]Includes only employed respondents (87 percent of total sample).

[2]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table III.4. Percentage of 1999–2000 bachelor's degree recipients who were not working, months since last worked for pay, and percentage received unemployment compensation, by selected student and institution characteristics: 2001

Student and institution characteristics	Not working	Months since last worked for pay[1]	Received unemployment compensation[1]
Total	12.6	13.7	8.4
Gender			
Male	10.8	12.4	11.7
Female	13.9	14.4	6.5
Race/ethnicity			
White, non-Hispanic	11.7	13.6	8.0
Black/African American, non-Hispanic	12.8	13.4	7.3
Hispanic or Latino	12.7	16.6	14.4
Asian	20.6	14.4	4.0
American Indian/Alaska Native	19.5	‡	‡
Native Hawaiian/Pacific Islander	10.0	‡	‡
Other race[2]	22.8	‡	‡
More than one race	11.8	‡	‡
Disability status			
Does not have a disability	11.5	12.7	8.7
Has a disability	17.0	27.2	9.5
Age at bachelor's completion			
22 or younger	13.7	7.6	5.2
23–24	9.2	9.3	9.5
25–29	12.8	13.9	9.7
30–39	11.7	30.1	19.5
40 or older	14.9	39.3	12.5
Current marital status			
Single, never married	12.7	8.7	7.2
Married	12.1	22.6	9.0
Separated	5.7	‡	‡
Divorced	13.2	22.2	19.5
Widowed	‡	‡	‡
Region of current residence			
Northeast	12.7	12.0	10.3
Midwest	10.6	12.0	7.2
South	12.0	17.1	8.9
West	14.5	12.7	6.3
Outlying areas	16.5	‡	‡

See notes at end of table.

Table III.4. Percentage of 1999–2000 bachelor's degree recipients who were not working, months since last worked for pay, and percentage received unemployment compensation, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Not working	Months since last worked for pay[1]	Received unemployment compensation[1]
Undergraduate major			
Business/management	9.0	15.3	14.7
Education	5.6	13.5	2.5
Engineering	6.7	‡	14.4
Health	12.2	17.2	3.9
Other technical/professional	12.1	6.7	8.3
Social/behavioral sciences	16.8	14.2	6.6
Humanities	15.5	16.3	9.3
Life sciences	24.9	11.8	2.9
Physical sciences	15.5	‡	‡
Mathematics	13.3	‡	‡
Computer/information science	8.8	‡	‡
Vocational/technical	4.8	‡	‡
Degree-granting institution type			
Public	12.1	14.0	8.7
Nondoctorate-granting	11.2	18.3	9.9
Doctorate-granting	12.4	12.3	8.2
Private not-for-profit	13.7	13.4	7.2
Nondoctorate-granting	10.5	12.3	9.8
Doctorate-granting	18.1	14.1	5.2
Private for-profit	9.9	‡	‡
Current employment status			
Unemployed/laid off	100.0	7.0	13.1
Out of the labor force	100.0	20.7	3.1
Total undergraduate debt			
Did not borrow	14.5	16.9	6.3
$5,000 or less	11.0	7.8	13.3
$5,001–10,000	11.4	12.5	10.7
$10,001–20,000	10.8	8.8	8.0
$20,001–30,000	10.3	9.3	16.5
More than $30,000	12.0	17.2	3.2
Current enrollment status			
Not currently enrolled	9.3	14.0	12.2
Enrolled part time	6.9	‡	3.0
Enrolled full time	32.5	12.2	2.5

‡Reporting standards not met.

[1]Includes only respondents who were not working (13 percent of total sample).

[2]Respondents identified themselves as belonging to another race. See the glossary for details.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

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Table III.5. Percentage distribution of employed 1999–2000 bachelor's degree recipients according to whether job is start of career and whether job is related to undergraduate major, by selected student and institution characteristics: 2001

Student and institution characteristics	Start of career		Job related to undergraduate major		
	Job is start of career	Job is not start of career	Not at all related	Somewhat related	Closely related
Total	71.4	28.6	22.8	23.2	54.0
Gender					
Male	73.2	26.8	23.6	24.2	52.2
Female	70.0	30.0	22.2	22.4	55.4
Race/ethnicity					
White, non-Hispanic	71.2	28.8	23.1	23.3	53.6
Black/African American, non-Hispanic	68.6	31.4	20.7	23.0	56.3
Hispanic or Latino	73.7	26.3	22.5	20.1	57.4
Asian	79.8	20.2	22.1	23.2	54.7
American Indian/Alaska Native	68.2	31.8	15.2	31.6	53.2
Native Hawaiian/Pacific Islander	70.5	29.5	26.1	25.5	48.4
Other race[1]	55.2	44.9	28.3	31.5	40.2
More than one race	70.7	29.3	21.8	26.6	51.6
Disability status					
Does not have a disability	72.0	28.0	22.4	22.8	54.8
Has a disability	62.4	37.6	24.1	26.9	49.1
Age at bachelor's completion					
22 or younger	71.3	28.7	23.6	24.6	51.8
23–24	76.5	23.5	22.4	22.6	55.0
25–29	72.8	27.2	23.1	20.6	56.3
30–39	68.1	31.9	20.5	20.9	58.6
40 or older	59.1	40.9	21.1	23.8	55.1
Current marital status					
Single, never married	70.5	29.5	25.0	24.2	50.8
Married	74.4	25.6	18.3	20.7	61.1
Separated	64.9	35.1	32.4	19.2	48.4
Divorced	65.8	34.2	18.7	27.1	54.1
Widowed	‡	‡	‡	‡	‡
Region of current residence					
Northeast	72.0	28.0	21.9	24.8	53.3
Midwest	72.8	27.2	19.7	22.5	57.8
South	72.4	27.7	23.7	21.8	54.5
West	68.0	32.0	25.6	24.5	49.9
Outlying areas	78.3	21.7	28.7	12.6	58.7

See notes at end of table.

Table III.5. Percentage distribution of employed 1999–2000 bachelor's degree recipients according to whether job is start of career and whether job is related to undergraduate major, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Start of career		Job related to undergraduate major		
	Job is start of career	Job is not start of career	Not at all related	Somewhat related	Closely related
Undergraduate major					
Business/management	75.2	24.8	16.2	28.4	55.4
Education	85.6	14.4	10.5	10.5	79.1
Engineering	88.0	12.0	7.5	24.5	68.0
Health	73.5	26.6	15.3	11.3	73.5
Other technical/professional	69.5	30.5	24.5	25.4	50.1
Social/behavioral sciences	62.3	37.7	33.6	30.8	35.6
Humanities	60.7	39.3	36.8	22.3	40.9
Life sciences	65.1	34.9	29.3	22.1	48.6
Physical sciences	68.7	31.3	26.9	22.6	50.5
Mathematics	76.6	23.4	19.8	16.9	63.4
Computer/information science	79.8	20.2	7.0	16.1	77.0
Vocational/technical	77.2	22.8	23.0	21.4	55.6
Degree-granting institution type					
Public	72.5	27.6	23.1	22.7	54.3
Nondoctorate-granting	74.3	25.7	21.0	20.1	59.0
Doctorate-granting	71.6	28.4	24.0	23.8	52.3
Private not-for-profit	70.0	30.0	22.6	24.1	53.3
Nondoctorate-granting	69.4	30.6	21.5	23.6	54.9
Doctorate-granting	70.8	29.2	24.2	24.9	51.0
Private for-profit	59.3	40.7	16.1	29.4	54.6
Current employment status					
Working full time	74.8	25.3	21.1	22.8	56.1
Working part time	48.5	51.5	34.3	26.3	39.4
Total undergraduate debt					
Did not borrow	70.1	29.9	24.1	23.3	52.6
$5,000 or less	72.8	27.2	22.8	23.2	54.0
$5,001–10,000	71.4	28.6	23.6	23.3	53.2
$10,001–20,000	73.1	26.9	21.8	23.6	54.7
$20,001–30,000	70.4	29.6	22.1	24.0	54.0
More than $30,000	73.3	26.7	19.9	21.1	59.0
Current enrollment status					
Not currently enrolled	73.5	26.5	22.2	23.1	54.7
Enrolled part time	73.3	26.7	21.2	19.8	59.0
Enrolled full time	55.5	44.6	28.1	25.9	46.0

‡Reporting standards not met.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Includes only employed respondents (87 percent of total sample). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table III.6. Among employed 1999–2000 bachelor's degree recipients who do not consider their current job to be the start of their career, percentage distribution according to reason for having this job, by selected student and institution characteristics: 2001

Student and institution characteristics	Reason for having this job								
	Working while deciding future plans	Just paying the bills	Continuing in job previously held	Continuing in career already in	Working to prepare for graduate school	Doing what they want to do	Exploring career options	Is the only job available	Other
Total	18.7	37.6	3.8	11.2	3.7	4.9	9.7	1.3	9.1
Gender									
Male	18.4	36.6	3.7	12.3	3.9	4.7	10.1	1.4	9.0
Female	19.0	38.3	3.8	10.5	3.6	5.0	9.5	1.2	9.1
Race/ethnicity									
White, non-Hispanic	17.6	37.5	4.0	12.8	3.3	4.8	9.9	1.1	8.9
Black/African American, non-Hispanic	17.1	39.8	4.4	11.2	4.4	2.7	5.8	2.3	12.2
Hispanic or Latino	27.7	38.0	0.5	2.0	3.9	5.2	11.8	1.0	10.0
Asian	20.4	39.5	3.6	1.0	6.4	6.7	10.8	2.1	9.6
American Indian/Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡	‡
Other race[1]	22.2	29.4	3.2	2.7	10.6	7.5	12.9	4.3	7.1
More than one race	25.1	29.7	9.4	13.8	5.4	7.7	8.2	#	0.7
Disability status									
Does not have a disability	18.4	36.9	3.9	11.4	3.6	5.3	10.4	1.1	9.1
Has a disability	13.1	44.3	2.4	15.7	3.9	6.1	7.8	1.1	5.6
Age at bachelor's completion									
22 or younger	22.6	39.6	2.2	3.9	4.6	5.0	11.4	0.6	10.1
23–24	21.6	43.0	3.2	4.6	5.1	4.5	10.2	0.7	7.1
25–29	15.1	41.7	6.1	14.4	1.6	4.4	6.4	2.2	8.2
30–39	12.0	29.9	6.2	25.8	2.2	4.6	8.6	2.2	8.6
40 or older	6.4	20.6	6.9	39.7	1.6	5.9	6.3	3.4	9.4
Current marital status									
Single, never married	21.2	40.9	2.9	5.5	4.4	4.2	11.0	0.9	9.0
Married	13.6	30.7	5.9	21.8	1.9	6.4	8.5	2.5	8.8
Separated	‡	‡	‡	‡	‡	‡	‡	‡	‡
Divorced	16.7	31.2	3.2	25.7	6.3	4.1	1.7	#	11.3
Widowed	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table III.6. Among employed 1999–2000 bachelor's degree recipients who do not consider their current job to be the start of their career, percentage distribution according to reason for having this job, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Reason for having this job								
	Working while deciding future plans	Just paying the bills	Continuing in job previously held	Continuing in career already in	Working to prepare for graduate school	Doing what they want to do	Exploring career options	Is the only job available	Other
Region of current residence									
Northeast	20.9	40.9	3.4	6.1	2.3	7.2	9.2	0.6	9.2
Midwest	16.4	38.9	4.3	12.2	4.5	4.1	9.9	1.3	8.5
South	18.4	35.8	3.9	14.3	4.2	3.8	9.9	0.7	9.2
West	19.3	35.5	3.9	11.9	4.1	4.1	8.7	2.8	9.8
Outlying areas	‡	‡	‡	‡	‡	‡	‡	‡	‡
Undergraduate major									
Business/management	19.6	26.2	3.6	20.1	3.9	3.9	11.7	2.5	8.5
Education	12.0	43.7	6.0	9.6	2.3	5.0	9.0	2.2	10.3
Engineering	11.6	28.5	1.1	22.8	3.1	5.9	11.4	#	15.6
Health	12.5	33.8	3.5	23.6	2.9	5.2	7.2	2.3	9.1
Other technical/professional	19.6	38.5	6.5	7.7	2.2	3.9	10.4	0.1	11.1
Social/behavioral sciences	22.3	39.1	3.4	5.3	4.1	4.9	12.8	0.5	7.8
Humanities	20.1	49.1	3.5	5.9	2.2	5.5	5.7	0.6	7.5
Life sciences	16.1	40.8	2.0	6.1	10.5	5.4	8.9	1.4	8.8
Physical sciences	13.2	32.5	9.2	4.4	6.4	#	8.9	8.6	16.8
Mathematics	‡	‡	‡	‡	‡	‡	‡	‡	‡
Computer/information science	17.8	18.6	4.2	26.9	5.7	7.2	5.7	0.5	13.6
Vocational/technical	19.6	28.3	1.9	15.9	2.5	6.5	12.2	1.6	11.6
Degree-granting institution type									
Public	19.0	39.4	4.0	9.7	3.9	4.1	10.4	1.2	8.3
Nondoctorate-granting	18.6	39.7	3.1	12.8	3.3	5.1	8.2	2.1	7.1
Doctorate-granting	19.1	39.3	4.3	8.5	4.2	3.8	11.2	0.9	8.7
Private not-for-profit	19.0	35.1	3.0	12.8	3.1	6.4	8.8	1.5	10.3
Nondoctorate-granting	16.4	33.5	3.8	15.0	3.2	6.0	9.5	1.8	10.8
Doctorate-granting	23.1	37.6	1.6	9.4	3.1	7.1	7.7	1.0	9.6
Private for-profit	8.4	23.4	10.6	29.6	7.3	2.5	6.0	#	12.2
Current employment status									
Working full time	20.4	33.0	4.0	13.3	4.0	4.7	10.8	1.5	8.3
Working part time	12.8	53.4	3.1	4.1	3.0	5.4	6.1	0.5	11.6

See notes at end of table.

Table III.6. Among employed 1999–2000 bachelor's degree recipients who do not consider their current job to be the start of their career, percentage distribution according to reason for having this job, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Reason for having this job								
	Working while deciding future plans	Just paying the bills	Continuing in job previously held	Continuing in career already in	Working to prepare for graduate school	Doing what they want to do	Exploring career options	Is the only job available	Other
Total undergraduate debt									
Did not borrow	20.2	32.4	3.5	13.6	3.3	5.6	10.9	1.4	9.1
$5,000 or less	13.9	44.0	2.7	6.9	4.0	8.5	12.8	2.1	5.1
$5,001–10,000	21.9	36.3	4.0	14.3	3.6	2.7	8.9	0.7	7.6
$10,001–20,000	18.6	39.3	4.7	8.2	4.6	5.4	8.5	1.4	9.4
$20,001–30,000	18.7	37.9	5.3	9.9	3.7	3.1	10.2	1.1	10.1
More than $30,000	9.3	55.5	1.9	11.5	2.7	2.0	5.5	0.9	10.8
Current enrollment status									
Not currently enrolled	20.7	33.4	3.8	12.2	3.9	5.3	10.8	1.4	8.5
Enrolled part time	18.8	32.5	5.8	17.8	1.9	3.1	13.3	#	6.8
Enrolled full time	10.1	56.8	3.0	5.0	3.7	3.6	4.1	1.2	12.5

#Rounds to zero.

‡Reporting standards not met.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Includes only employed respondents (87 percent of total sample) who did not consider their current job to be the start of their career (29 percent of those who were employed). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table III.7. Percentage of 1999–2000 bachelor's degree recipients who have an occupational license or a professional certification, by selected student and institution characteristics: 2001

Student and institution characteristics	Occupational license	Professional certification
Total	22.4	11.3
Gender		
Male	17.7	12.7
Female	25.9	10.2
Race/ethnicity		
White, non-Hispanic	23.4	11.7
Black/African American, non-Hispanic	20.9	12.4
Hispanic or Latino	24.1	9.6
Asian	11.3	8.5
American Indian/Alaska Native	20.3	3.9
Native Hawaiian/Pacific Islander	18.0	7.6
Other race[1]	20.1	8.1
More than one race	15.5	12.5
Disability status		
Does not have a disability	23.2	11.1
Has a disability	22.6	15.5
Age at bachelor's completion		
22 or younger	18.7	8.2
23–24	24.4	12.6
25–29	23.6	12.3
30–39	28.9	15.2
40 or older	30.3	21.6
Current marital status		
Single, never married	17.9	9.1
Married	30.6	15.5
Separated	45.6	15.2
Divorced	29.5	16.0
Widowed	‡	‡
Region of current residence		
Northeast	17.3	8.5
Midwest	27.8	13.1
South	25.4	11.9
West	17.0	11.6
Outlying areas	27.2	2.6

See notes at end of table.

Table III.7. Percentage of 1999–2000 bachelor's degree recipients who have an occupational license or a professional certification, by selected student and institution characteristics: 2001 —Continued

Student and institution characteristics	Occupational license	Professional certification
Undergraduate major		
Business/management	11.6	10.4
Education	70.5	16.5
Engineering	6.3	14.4
Health	57.1	22.0
Other technical/professional	13.0	7.2
Social/behavioral sciences	15.5	8.4
Humanities	17.3	8.1
Life sciences	13.0	9.9
Physical sciences	12.6	8.1
Mathematics	33.5	6.9
Computer/information science	2.7	11.3
Vocational/technical	30.5	21.6
Degree-granting institution type		
Public	22.7	11.5
Nondoctorate-granting	28.1	12.2
Doctorate-granting	20.4	11.1
Private not-for-profit	22.3	10.4
Nondoctorate-granting	26.6	12.2
Doctorate-granting	16.4	7.9
Private for-profit	7.6	23.3
Current employment status		
Working full time	24.8	12.7
Working part time	19.5	7.8
Unemployed/laid off	11.3	5.9
Out of the labor force	7.9	5.1
Total undergraduate debt		
Did not borrow	20.6	10.8
$5,000 or less	23.4	11.9
$5,001–10,000	22.4	12.4
$10,001–20,000	22.5	10.4
$20,001–30,000	24.7	11.6
More than $30,000	27.7	15.9
Current enrollment status		
Not currently enrolled	23.3	11.6
Enrolled part time	32.2	13.2
Enrolled full time	12.4	8.7

‡Reporting standards not met.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: An occupational license is required by law in order to practice a given profession. A professional certification allows the holder to qualify or advance in an occupational area but is not required by law.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table III.8. Percentage of 1999–2000 bachelor's degree recipients who did various types of community service in the last year, by selected student and institution characteristics: 2001

Student and institution characteristics	Type of community service				
	Any community service	Tutoring/ education-related with kids	Other volunteering with kids	Church-related volunteering	Health care/ hospital volunteering
Total	43.0	7.6	11.1	7.8	5.6
Gender					
Male	41.4	5.7	12.6	7.0	3.9
Female	44.2	9.0	10.1	8.4	6.9
Race/ethnicity					
White, non-Hispanic	42.9	6.9	11.1	7.7	5.5
Black/African American, non-Hispanic	49.6	12.6	17.7	9.5	5.7
Hispanic or Latino	41.1	9.2	11.0	5.9	3.9
Asian	33.5	4.8	5.0	9.1	6.2
American Indian/Alaska Native	71.7	18.9	14.9	27.8	7.3
Native Hawaiian/Pacific Islander	41.4	5.2	7.3	7.5	11.6
Other race[1]	52.2	11.0	8.7	4.7	7.6
More than one race	38.6	7.5	7.0	4.2	8.2
Disability status					
Does not have a disability	42.1	7.6	11.1	7.6	5.5
Has a disability	51.4	8.1	11.4	11.6	7.3
Age at bachelor's completion					
22 or younger	42.6	7.8	10.1	6.8	5.8
23–24	38.8	6.6	11.3	6.9	3.9
25–29	38.7	6.0	10.4	6.1	4.6
30–39	51.3	7.9	14.3	12.0	7.7
40 or older	54.9	11.5	14.8	14.7	7.9
Current marital status					
Single, never married	40.6	7.2	10.5	5.4	5.3
Married	46.6	8.4	11.9	12.9	5.9
Separated	37.6	5.5	13.1	4.2	2.9
Divorced	53.6	8.6	15.4	7.8	8.0
Widowed	‡	‡	‡	‡	‡
Region of current residence					
Northeast	38.6	6.2	10.1	5.5	4.6
Midwest	41.6	6.4	10.5	7.4	5.6
South	46.7	8.8	12.0	9.3	6.7
West	45.3	8.5	11.9	9.1	4.8
Outlying areas	29.0	3.3	10.4	4.6	9.2

See notes at end of table.

Table III.8. Percentage of 1999–2000 bachelor's degree recipients who did various types of community service in the last year, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Type of community service				
	Any community service	Tutoring/ education-related with kids	Other volunteering with kids	Church-related volunteering	Health care/ hospital volunteering
Undergraduate major					
Business/management	39.2	6.3	11.0	7.2	3.4
Education	45.3	12.0	17.1	11.3	4.2
Engineering	37.6	5.3	8.5	7.3	2.1
Health	42.8	5.0	9.3	7.1	13.7
Other technical/professional	42.8	5.2	10.4	7.6	4.9
Social/behavioral sciences	50.4	9.6	13.1	7.1	6.2
Humanities	42.3	8.4	9.8	8.6	4.1
Life sciences	46.0	7.8	7.6	7.4	12.2
Physical sciences	44.9	5.6	10.5	7.2	10.2
Mathematics	41.3	8.2	9.7	12.8	1.2
Computer/information science	33.4	7.1	9.3	6.6	2.7
Vocational/technical	32.2	3.4	12.1	5.1	4.2
Degree-granting institution type					
Public	40.9	8.0	10.8	6.8	5.1
Nondoctorate-granting	39.4	7.4	12.0	6.5	4.3
Doctorate-granting	41.6	8.2	10.2	7.0	5.5
Private not-for-profit	47.3	6.8	12.0	9.7	6.2
Nondoctorate-granting	47.9	5.7	13.3	10.9	5.6
Doctorate-granting	46.5	8.3	10.1	8.0	7.0
Private for-profit	37.5	6.8	9.5	6.8	10.8
Current employment status					
Working full time	41.6	7.0	11.8	7.5	4.6
Working part time	49.9	10.1	10.0	8.7	7.4
Unemployed/laid off	40.2	8.3	8.9	6.7	6.2
Out of the labor force	51.5	10.0	7.3	10.5	14.2
Total undergraduate debt					
Did not borrow	43.0	8.0	9.7	8.0	6.0
$5,000 or less	42.3	7.4	14.9	7.5	3.8
$5,001–10,000	43.4	8.6	12.1	9.6	4.2
$10,001–20,000	44.4	6.9	12.1	7.8	5.8
$20,001–30,000	42.1	8.0	11.8	5.8	5.7
More than $30,000	44.1	7.0	9.3	9.4	7.3
Current enrollment status					
Not currently enrolled	40.2	6.8	10.6	7.7	4.6
Enrolled part time	52.1	9.4	17.0	11.1	6.2
Enrolled full time	53.9	11.1	11.6	6.7	10.6

‡Reporting standards not met.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Section IV: Debt Burden and Graduate Enrollment

Debt Burden

- Sixty-two percent of 1999–2000 bachelor's degree recipients had borrowed to help pay for their undergraduate education (table IV.1). Among those who did borrow, the average amount borrowed was about $17,800, of which an average of $15,100 was still owed as of 2001. Black, non-Hispanic graduates were more likely than White, non-Hispanic graduates to have borrowed for their undergraduate education. Among those who did borrow, Black, non-Hispanic graduates had a larger amount of debt left to repay than White, non-Hispanic graduates.
- The current 2001 employment status of 1999–2000 bachelor's degree recipients was associated with whether they had borrowed for their undergraduate education (table IV.1). Graduates who were employed full time in 2001 were more likely than those who were out of the labor force to have borrowed to help finance their education. However, among those who borrowed, there were no differences detected in the amount they had borrowed by current employment status.

Postbaccalaureate Degree Program Enrollment

- Most 1999–2000 bachelor's degree recipients (79 percent) were not enrolled in a subsequent degree program in spring 2001 (table IV.2). However, 14 percent were enrolled full time in a degree program, and an additional 6 percent were enrolled part time. College graduates with an average GPA of 3.50 or higher were generally more likely than those with lower grades to be enrolled full time.
- Those 1999–2000 college graduates whose parents had a bachelor's degree or higher were more likely than those whose parents had a high school diploma to be enrolled full time in a degree program in spring 2001 (table IV.2).
- As of 2001, 73 percent of 1999–2000 bachelor's degree recipients had not enrolled in *any* degree program since completing the bachelor's degree (table IV.3). Twenty-two percent had enrolled in a graduate or advanced degree program, and the remainder had enrolled in lower degree programs.
- As with current degree program enrollment overall, 1999–2000 college graduates whose parents had obtained a graduate degree were generally more likely than those whose parents had not gone to college to have enrolled in a graduate or advanced degree program by 2001 (table IV.3).

- Among 1999–2000 bachelor's degree recipients who had enrolled in graduate school by 2001, 74 percent had enrolled in a master's degree program and 24 percent had enrolled in a doctoral or first-professional degree program (table IV.4). The remaining 3 percent had enrolled in a postbaccalaureate certificate program. Women were more likely than men to have enrolled in a master's program, while men were more likely than women to have enrolled in a doctoral or first-professional degree program.
- Among graduate students, those who had received a bachelor's degree in 1999–2000 at the age of 22 or younger were less likely than older students to have enrolled in a master's program and more likely to have enrolled in a doctoral or professional degree program (table IV.4).
- Male bachelor's degree recipients who had subsequently enrolled in a graduate degree program were more likely than their female counterparts to study the fields of business management (20 vs. 12 percent) and engineering (10 vs. 2 percent; table IV.5). Conversely, female bachelor's degree recipients were more likely to study the fields of education (26 vs. 11 percent) and health (18 vs. 12 percent).
- Graduates who had majored in business and management, education, engineering, and health as undergraduates were more likely than graduates who had majored in other fields to study those same subjects in a subsequent degree program (table IV.5). For example, 72 percent of students who had majored in health sciences in college also did so in graduate school, compared with 6 percent of undergraduate math majors who were pursuing health sciences in graduate school.

Graduate School Plans

- In addition to the 27 percent of 1999–2000 bachelor's degree recipients who had subsequently enrolled in a graduate degree program, other graduates had taken steps or had made plans for future study (table IV.6). One percent had been accepted to a degree program but not yet enrolled, while 6 percent had applied to such a program. An additional one-half (50 percent) planned to attend graduate school in the future.
- Among 1999–2000 bachelor's degree recipients, men were more likely than women to have no plans for graduate school (table IV.6). Female students were more likely than males to have applied to a degree program but not yet enrolled.
- White, non-Hispanic students were more likely than non-Hispanic Black, Hispanic, and Asian students to have no plans to attend graduate school (table IV.6).

Among 1999–2000 bachelor's degree recipients, those who had completed their degrees in 4 years or less were less likely than those who took longer to have no plans to attend graduate school in the future (table IV.6).

Table IV.1. Percentage of 1999–2000 bachelor's degree recipients who borrowed for their undergraduate education, and among those the amount borrowed and the amount still owed, by selected student and institution characteristics: 2001

Student and institution characteristics	Percent who borrowed	Total undergraduate debt, borrowers		Total undergraduate debt still owed, borrowers	
		Mean	Median	Mean	Median
Total	61.6	$17,777	$15,206	$15,115	$13,718
Gender					
Male	60.5	17,285	14,945	14,506	12,963
Female	62.5	18,134	15,512	15,550	14,345
Race/ethnicity					
White, non-Hispanic	60.1	17,902	15,501	15,035	13,647
Black/African American, non-Hispanic	78.2	19,409	17,872	17,794	16,207
Hispanic or Latino	66.4	16,266	13,441	14,275	13,216
Asian	52.9	15,820	14,334	12,950	10,948
American Indian/Alaska Native	69.9	15,510	15,708	‡	15,026
Native Hawaiian/Pacific Islander	68.3	‡	14,355	‡	13,581
Other race[1]	54.7	16,773	14,047	13,689	10,024
More than one race	58.9	18,586	15,487	14,313	13,033
Disability status					
Does not have a disability	61.1	17,667	15,365	15,099	13,824
Has a disability	66.6	19,434	16,519	17,001	14,725
Parents' educational attainment					
Less than high school	64.8	16,757	15,035	16,035	14,229
High school or equivalency	74.4	18,146	15,941	15,693	14,386
Some postsecondary education	70.9	18,229	15,730	15,731	14,443
Bachelor's degree	58.6	18,075	15,973	14,905	14,528
Master's degree or equivalent	54.8	17,028	14,731	14,050	12,914
Doctoral/professional degree	41.1	17,247	15,079	13,618	11,958
Age at bachelor's completion					
22 or younger	57.6	17,362	15,634	14,002	13,797
23–24	64.5	17,116	14,886	14,350	12,870
25–29	69.6	18,922	17,025	16,689	14,722
30–39	68.9	19,633	15,794	18,155	14,608
40 or older	55.9	17,121	15,136	16,918	14,858
Current marital status					
Single, never married	60.5	18,084	15,822	14,833	13,862
Married	62.0	16,851	14,726	15,141	13,019
Separated	77.0	19,777	15,701	19,012	14,879
Divorced	74.7	19,249	17,333	17,439	15,336
Widowed	‡	‡	‡	‡	‡

See notes at end of table.

Table IV.1. Percentage of 1999–2000 bachelor's degree recipients who borrowed for their undergraduate education, and among those the amount borrowed and the amount still owed, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Percent who borrowed	Total undergraduate debt, borrowers		Total undergraduate debt still owed, borrowers	
		Mean	Median	Mean	Median
Undergraduate major					
Business/management	57.2	$16,529	$15,250	$13,828	$13,077
Education	67.8	17,728	15,374	15,970	14,529
Engineering	54.6	18,043	16,617	15,333	14,201
Health	65.7	20,303	17,749	16,536	14,979
Other technical/professional	62.6	17,906	15,774	15,345	13,783
Social/behavioral sciences	65.3	17,475	15,076	15,124	13,908
Humanities	60.9	18,693	15,420	15,749	14,394
Life sciences	58.7	16,386	14,695	14,227	12,389
Physical sciences	57.1	17,664	15,430	14,461	15,144
Math	52.7	20,212	18,989	19,941	16,935
Computer/information science	65.4	17,521	15,084	14,134	12,169
Vocational/technical	64.7	17,444	15,456	14,376	13,867
Cumulative undergraduate GPA					
Less than 2.00	70.6	18,850	15,376	‡	22,886
2.00–2.49	68.1	18,111	17,245	14,599	13,687
2.50–2.99	65.0	18,161	15,964	15,982	14,607
3.00–3.49	62.6	17,885	15,067	14,876	14,134
3.50 or higher	56.0	17,004	14,866	14,612	13,109
Degree-granting institution type					
Public	59.4	15,882	14,620	13,915	11,923
Nondoctorate-granting	60.6	14,344	12,030	12,637	10,568
Doctorate-granting	58.9	16,554	14,796	14,472	13,089
Private not-for-profit	65.3	20,891	17,788	16,928	14,946
Nondoctorate-granting	68.9	19,410	17,026	16,364	15,349
Doctorate-granting	60.5	23,192	19,381	17,778	15,608
Private for-profit	78.4	24,518	22,277	23,148	21,622
Time between postsecondary entry and degree completion					
48 months or less	56.6	17,624	15,635	14,114	14,140
49–60 months	61.9	16,614	14,996	13,864	12,591
61–72 months	68.1	17,565	15,646	14,643	13,551
More than 72 months	66.9	18,412	14,962	16,956	14,644
Current employment status					
Working full time	63.1	17,761	15,337	14,843	13,600
Working part time	58.5	17,500	14,924	15,964	14,347
Unemployed/laid off	61.8	19,259	16,383	17,847	15,459
Out of the labor force	47.5	16,727	14,780	14,208	11,817

‡Reporting standards not met.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table IV.2. Percentage distribution of 1999–2000 bachelor's degree recipients according to postbaccalaureate program enrollment status, by selected student and institution characteristics: 2001

Student and institution characteristics	Enrollment status in 2001			
	Enrolled full time	Enrolled part time	Enrolled in more than one program	Not enrolled
Total	14.1	6.5	0.3	79.1
Gender				
Male	14.0	6.0	0.2	79.8
Female	14.2	6.8	0.4	78.5
Race/ethnicity				
White, non-Hispanic	13.0	6.1	0.3	80.6
Black/African American, non-Hispanic	18.8	9.0	0.1	72.1
Hispanic or Latino	15.4	8.0	1.1	75.5
Asian	16.8	5.4	0.4	77.4
American Indian/Alaska Native	18.6	4.8	#	76.7
Native Hawaiian/Pacific Islander	9.4	10.9	#	79.8
Other race[1]	24.1	2.6	#	73.2
More than one race	16.7	8.2	#	75.1
Disability status				
Does not have a disability	14.9	6.7	0.3	78.1
Has a disability	13.3	6.1	0.6	80.0
Parents' educational attainment				
Less than high school	12.5	8.2	0.1	79.2
High school or equivalency	9.6	7.0	0.5	82.9
Some postsecondary education	12.2	7.2	0.6	80.0
Bachelor's degree	15.2	6.5	0.3	78.0
Master's degree or equivalent	18.5	5.5	0.1	75.9
Doctoral/professional degree	22.1	4.3	0.2	73.4
Age at bachelor's completion				
22 or younger	17.6	5.9	0.3	76.2
23–24	10.5	5.3	0.1	84.1
25–29	10.7	6.6	0.6	82.1
30–39	11.2	8.0	0.1	80.6
40 or older	11.3	10.9	0.7	77.0
Current marital status				
Single, never married	15.9	5.8	0.2	78.0
Married	9.4	7.8	0.4	82.4
Separated	10.2	13.0	#	76.9
Divorced	20.4	5.5	1.4	72.6
Widowed	‡	‡	‡	‡

See notes at end of table.

Table IV.2. Percentage distribution of 1999–2000 bachelor's degree recipients according to postbaccalaureate program enrollment status, by selected student and institution characteristics: 2001 —Continued

Student and institution characteristics	Enrollment status in 2001			
	Enrolled full time	Enrolled part time	Enrolled in more than one program	Not enrolled
Undergraduate major				
Business/management	8.0	5.0	0.1	86.9
Education	7.0	10.1	0.2	82.7
Engineering	9.5	8.5	0.4	81.7
Health	16.1	5.8	0.4	77.8
Other technical/professional	10.6	3.3	0.2	86.0
Social/behavioral sciences	20.0	6.9	0.5	72.6
Humanities	13.9	7.0	0.5	78.6
Life sciences	33.3	4.8	0.3	61.6
Physical sciences	33.0	5.5	0.3	61.3
Mathematics	15.3	15.2	#	69.5
Computer/information science	8.8	6.1	0.2	84.9
Vocational/technical	12.2	7.6	0.5	79.7
Cumulative undergraduate GPA				
Less than 2.00	12.2	10.1	#	77.7
2.00–2.49	6.9	5.4	#	87.7
2.50–2.99	8.7	6.9	0.4	84.1
3.00–3.49	14.8	6.3	0.3	78.6
3.50 or higher	20.8	6.6	0.4	72.2
Degree-granting institution type				
Public	13.4	6.3	0.3	80.0
Nondoctorate-granting	9.3	7.8	0.5	82.4
Doctorate-granting	15.1	5.7	0.2	79.0
Private not-for-profit	15.6	6.8	0.3	77.4
Nondoctorate-granting	12.7	7.4	0.2	79.6
Doctorate-granting	19.7	5.8	0.3	74.1
Private for-profit	14.6	6.1	1.2	78.1
Time between postsecondary entry and degree completion				
48 months or less	19.9	5.3	0.4	74.4
49–60 months	11.3	7.1	0.2	81.5
61–72 months	9.3	4.9	0.1	85.7
More than 72 months	11.0	7.8	0.5	80.7
Total undergraduate debt				
Did not borrow	16.4	6.7	0.4	76.5
$5,000 or less	11.7	8.2	0.4	79.7
$5,001–10,000	12.6	6.0	0.1	81.4
$10,001–20,000	13.2	6.4	0.2	80.3
$20,001–30,000	13.0	6.0	0.4	80.7
More than $30,000	12.0	5.5	1.0	81.4

See notes at end of table.

Table IV.2. Percentage distribution of 1999–2000 bachelor's degree recipients according to postbaccalaureate program enrollment status, by selected student and institution characteristics: 2001 —Continued

Student and institution characteristics	Enrollment status in 2001			
	Enrolled full time	Enrolled part time	Enrolled in more than one program	Not enrolled
Current employment status				
Working full time	5.6	7.1	0.3	87.1
Working part time	47.5	5.2	0.8	46.5
Unemployed/laid off	20.1	3.4	#	76.5
Out of the labor force	53.9	3.7	0.6	41.8

#Rounds to zero.

‡Reporting standards not met.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table IV.3. Percentage distribution of 1999–2000 bachelor's degree recipients according to their highest postbaccalaureate program enrollment since receiving a bachelor's degree, by selected student and institution characteristics: 2001

Student and institution characteristics	Highest postbaccalaureate program enrollment				
	Graduate/ advanced degree	Bachelor's	Associate's	Certificate	No post-baccalaureate program
Total	21.9	1.3	0.4	3.4	73.1
Gender					
Male	21.1	1.1	0.3	3.1	74.5
Female	22.5	1.4	0.4	3.6	72.0
Race/ethnicity					
White, non-Hispanic	20.7	1.1	0.4	3.2	74.6
Black/African American, non-Hispanic	26.7	2.8	0.4	3.4	66.8
Hispanic or Latino	23.9	1.6	0.2	5.7	68.7
Asian	25.6	0.6	#	4.1	69.8
American Indian/Alaska Native	26.9	#	#	0.7	72.4
Native Hawaiian/Pacific Islander	19.0	#	1.2	#	79.8
Other race[1]	30.5	0.9	#	1.0	67.7
More than one race	24.2	2.2	1.0	3.0	69.6
Disability status					
Does not have a disability	23.3	1.3	0.4	3.4	71.6
Has a disability	23.1	1.3	0.3	3.7	71.6
Parents' educational attainment					
Less than high school	18.8	1.3	#	7.0	72.9
High school or equivalency	18.2	1.5	0.1	2.5	77.7
Some postsecondary education	21.2	1.6	0.3	3.8	73.2
Bachelor's degree	22.7	1.2	0.5	4.1	71.7
Master's degree or equivalent	26.5	1.5	0.4	3.0	68.7
Doctoral/professional degree	28.2	1.1	0.8	3.4	66.6
Age at bachelor's completion					
22 or younger	25.2	1.2	0.3	3.1	70.2
23–24	15.9	1.4	0.7	3.6	78.4
25–29	19.3	1.2	0.1	3.4	76.0
30–39	20.0	1.4	0.3	3.3	75.0
40 or older	24.2	1.2	#	4.8	69.8
Current marital status					
Single, never married	22.8	1.3	0.5	3.3	72.1
Married	19.4	1.0	0.2	3.0	76.4
Separated	20.8	1.9	#	7.8	69.5
Divorced	27.5	1.7	#	7.0	63.9
Widowed	‡	‡	‡	‡	‡

See notes at end of table.

Table IV.3. Percentage distribution of 1999–2000 bachelor's degree recipients according to their highest postbaccalaureate program enrollment since receiving a bachelor's degree, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Highest postbaccalaureate program enrollment				
	Graduate/ advanced degree	Bachelor's	Associate's	Certificate	No post-baccalaureate program
Undergraduate major					
Business/management	14.9	1.2	#	3.1	80.9
Education	18.3	1.0	0.6	2.4	77.7
Engineering	21.6	0.5	0.1	2.0	75.9
Health	24.2	1.9	0.6	3.3	70.0
Other technical/professional	15.7	0.7	0.6	2.2	80.8
Social/behavioral sciences	28.6	1.3	0.3	3.7	66.1
Humanities	20.6	1.5	0.7	4.9	72.3
Life sciences	38.1	2.0	0.5	3.5	56.0
Physical sciences	36.4	2.1	#	3.9	57.6
Math	36.1	0.4	#	5.1	58.5
Computer/information science	15.3	0.9	#	3.2	80.6
Vocational/technical	20.6	0.6	#	3.6	75.3
Cumulative undergraduate GPA					
Less than 2.00	11.1	2.6	2.2	7.2	76.9
2.00–2.49	10.5	2.1	0.5	3.0	83.9
2.50–2.99	15.1	1.1	0.4	4.2	79.2
3.00–3.49	22.2	1.3	0.5	3.4	72.6
3.50 or higher	31.6	1.2	0.1	2.7	64.4
Degree-granting institution type					
Public	20.4	1.6	0.3	4.0	73.8
Nondoctorate-granting	17.6	1.1	0.2	4.4	76.7
Doctorate-granting	21.5	1.8	0.4	3.8	72.5
Private not-for-profit	24.9	0.6	0.4	2.3	71.8
Nondoctorate-granting	22.4	0.9	0.4	1.8	74.4
Doctorate-granting	28.4	0.3	0.4	3.0	68.0
Private for-profit	23.6	#	0.3	3.8	72.4
Time between postsecondary entry and degree completion					
48 months or less	27.6	1.1	0.3	3.1	67.9
49–60 months	18.7	1.1	0.6	3.1	76.5
61–72 months	12.7	1.4	0.5	4.6	80.8
More than 72 months	20.4	1.1	0.3	4.1	74.1

See notes at end of table.

Table IV.3. Percentage distribution of 1999–2000 bachelor's degree recipients according to their highest postbaccalaureate program enrollment since receiving a bachelor's degree, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Highest postbaccalaureate program enrollment				
	Graduate/ advanced degree	Bachelor's	Associate's	Certificate	No post-baccalaureate program
Total undergraduate debt					
Did not borrow	24.8	1.0	0.5	4.3	69.5
$5,000 or less	20.3	1.9	0.2	1.8	75.8
$5,001–10,000	18.3	1.1	0.4	3.5	76.7
$10,001–20,000	21.0	1.3	0.3	3.4	74.1
$20,001–30,000	20.3	1.0	0.3	3.1	75.3
More than $30,000	21.6	1.3	0.1	2.9	74.0
Current employment status					
Working full time	14.3	1.0	0.2	3.6	81.0
Working part time	51.0	2.7	0.9	3.5	42.0
Unemployed/laid off	28.1	1.7	0.8	3.3	66.2
Out of the labor force	58.4	1.7	0.5	1.6	37.8

#Rounds to zero.
‡Reporting standards not met.
[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table IV.4. Among the 1999–2000 bachelor's degree recipients who had enrolled in graduate school since receiving their bachelor's degree, percentage distribution according to highest degree program, by selected student and institution characteristics: 2001

Student and institution characteristics	Highest degree program		
	Postbaccalaureate certificate	Master's degree	Doctoral/first-professional degree
Total	2.7	73.8	23.5
Gender			
Male	2.1	69.2	28.8
Female	3.1	77.1	19.9
Race/ethnicity			
White, non-Hispanic	2.9	72.5	24.6
Black/African American, non-Hispanic	1.2	82.9	15.9
Hispanic or Latino	3.4	77.2	19.4
Asian	2.7	70.5	26.8
American Indian/Alaska Native	‡	‡	‡
Native Hawaiian/Pacific Islander	‡	‡	‡
Other race[1]	#	67.8	32.3
More than one race	#	80.5	19.6
Disability status			
Does not have a disability	2.3	75.0	22.7
Has a disability	3.5	81.5	15.0
Parents' educational attainment			
Less than high school	3.1	87.6	9.3
High school or equivalency	2.8	81.7	15.5
Some postsecondary education	4.3	77.7	18.0
Bachelor's degree	1.4	73.8	24.9
Master's degree or equivalent	3.1	73.3	23.6
Doctoral/professional degree	0.6	54.4	45.0
Age at bachelor's completion			
22 or younger	2.6	66.3	31.0
23–24	4.0	76.2	19.8
25–29	1.8	84.3	14.0
30–39	0.4	86.9	12.7
40 or older	3.9	92.2	3.9
Current marital status			
Single, never married	2.4	69.4	28.2
Married	3.3	82.4	14.3
Separated	‡	‡	‡
Divorced	2.6	84.1	13.2
Widowed	‡	‡	‡

See notes at end of table.

Table IV.4. Among the 1999–2000 bachelor's degree recipients who had enrolled in graduate school since receiving their bachelor's degree, percentage distribution according to highest degree program, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Highest degree program		
	Postbaccalaureate certificate	Master's degree	Doctoral/first-professional degree
Undergraduate major			
Business/management	1.0	86.7	12.3
Education	1.6	98.2	0.2
Engineering	#	91.6	8.4
Health	3.3	79.7	17.0
Other technical/professional	3.2	72.5	24.4
Social/behavioral sciences	2.4	67.0	30.6
Humanities	5.5	77.4	17.1
Life sciences	2.9	37.2	59.9
Physical sciences	2.1	44.6	53.3
Mathematics	#	84.2	15.9
Computer/information science	7.2	90.7	2.1
Vocational/technical	#	78.3	21.7
Cumulative undergraduate GPA			
Less than 2.00	‡	‡	‡
2.00–2.49	3.3	82.5	14.2
2.50–2.99	6.3	76.3	17.4
3.00–3.49	2.5	73.5	24.0
3.50 or higher	1.3	72.3	26.3
Degree-granting institution type			
Public	2.6	75.0	22.4
Nondoctorate-granting	3.2	86.0	10.8
Doctorate-granting	2.4	71.2	26.5
Private not-for-profit	2.9	70.8	26.3
Nondoctorate-granting	5.1	78.6	16.3
Doctorate-granting	0.4	62.0	37.6
Private for-profit	‡	‡	‡
Time between postsecondary entry and degree completion			
48 months or less	2.2	63.8	34.0
49–60 months	3.7	78.7	17.7
61–72 months	3.4	80.4	16.3
More than 72 months	2.3	85.4	12.4
Total undergraduate debt			
Did not borrow	1.5	71.8	26.8
$5,000 or less	5.1	80.1	14.8
$5,001–10,000	4.4	68.5	27.2
$10,001–20,000	3.3	72.6	24.1
$20,001–30,000	2.4	80.6	17.0
More than $30,000	1.1	78.1	20.8

See notes at end of table.

Table IV.4. Among the 1999–2000 bachelor's degree recipients who had enrolled in graduate school since receiving their bachelor's degree, percentage distribution according to highest degree program, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Highest degree program		
	Postbaccalaureate certificate	Master's degree	Doctoral/first-professional degree
Current employment status			
Working full time	3.7	86.3	10.0
Working part time	0.7	73.1	26.2
Unemployed/laid off	3.2	69.1	27.8
Out of the labor force	2.5	40.3	57.2

#Rounds to zero.

‡Reporting standards not met.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table IV.5. Among the 1999–2000 bachelor's degree recipients enrolled in graduate school since receiving their bachelor's degree, percentage distribution according to graduate field of study, by selected student and institution characteristics: 2001

Student and institution characteristics	Graduate field of study											
	Business and management	Education	Engineering	Health professions	Public affairs/social services	Social sciences	Psychology	History	Humanities	Biological sciences	Mathematics and physical sciences	Other
Total	15.2	19.8	5.0	16.0	4.7	2.8	3.2	1.0	8.5	2.2	5.7	15.8
Gender												
Male	19.5	10.6	9.9	12.5	3.7	3.6	1.5	1.2	10.1	2.4	7.7	17.3
Female	12.2	26.2	1.7	18.4	5.4	2.3	4.3	1.0	7.4	2.1	4.3	14.8
Race/ethnicity												
White, non-Hispanic	14.6	20.2	4.2	16.0	4.5	2.6	3.2	1.4	9.9	2.1	4.9	16.4
Black/African American, non-Hispanic	18.2	16.4	2.9	17.4	9.8	4.3	1.1	0.7	4.7	3.1	6.4	15.0
Hispanic or Latino	19.1	29.5	5.4	10.0	3.1	4.6	3.1	#	6.4	1.4	1.4	16.0
Asian	15.6	7.6	13.8	18.7	1.5	2.2	3.8	#	2.2	2.9	19.1	12.7
American Indian/Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Other race[1]	8.2	8.6	#	18.3	5.3	#	8.2	#	15.2	7.9	13.6	14.8
More than one race	7.2	23.7	18.4	19.4	3.8	2.5	1.0	#	7.7	0.5	4.4	11.3
Disability status												
Does not have a disability	15.9	19.8	5.3	15.9	5.1	2.8	3.2	1.0	7.7	2.2	5.9	15.2
Has a disability	13.8	24.0	5.6	9.3	6.8	3.9	3.9	2.0	10.5	2.1	5.2	13.1
Parents' educational attainment												
Less than high school	16.5	30.6	1.6	14.0	4.6	4.0	5.4	1.4	5.1	0.6	6.6	9.8
High school or equivalency	21.5	23.0	3.0	17.1	6.0	2.6	1.5	0.9	6.1	1.5	5.0	11.8
Some postsecondary education	12.6	23.5	5.5	14.6	7.4	2.7	4.0	0.6	9.9	2.4	4.6	12.3
Bachelor's degree	16.3	20.1	3.6	14.4	4.7	3.0	2.8	0.7	8.7	3.6	5.8	16.4
Master's degree or equivalent	13.7	17.7	10.6	13.0	3.2	3.0	2.1	1.5	9.2	1.6	6.3	18.1
Doctoral/professional degree	7.3	11.0	4.8	23.1	2.5	2.6	5.0	0.8	8.3	3.0	8.2	23.4

See notes at end of table.

Table IV.5. Among the 1999–2000 bachelor's degree recipients enrolled in graduate school since receiving their bachelor's degree, percentage distribution according to graduate field of study, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Graduate field of study											
	Business and management	Education	Engineering	Health professions	Public affairs/social services	Social sciences	Psychology	History	Humanities	Biological sciences	Mathematics and physical sciences	Other
Age at bachelor's completion												
22 or younger	11.8	19.7	5.8	17.0	3.5	2.5	3.2	0.9	9.4	3.1	4.6	18.5
23–24	16.8	18.5	5.9	18.7	4.6	3.8	3.1	0.2	6.2	1.6	7.1	13.7
25–29	18.6	19.6	3.3	11.7	5.7	2.2	3.0	0.2	10.1	1.9	6.7	17.2
30–39	17.9	21.7	5.7	11.5	9.3	5.0	3.8	0.4	3.8	0.1	9.9	10.9
40 or older	26.4	21.7	#	15.3	6.7	2.3	2.5	5.7	9.7	0.4	4.1	5.3
Current marital status												
Single, never married	13.5	17.3	6.0	17.5	4.2	3.0	3.1	0.8	8.2	2.6	5.6	18.3
Married	19.2	25.4	3.5	13.9	5.3	2.0	3.0	0.9	9.1	1.9	5.2	10.7
Separated	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Divorced	16.2	25.6	0.6	7.6	7.8	4.7	4.0	3.2	8.5	#	9.5	12.4
Widowed	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Undergraduate major												
Business/management	61.3	6.9	1.7	1.6	4.4	2.5	#	#	2.6	0.1	4.3	14.7
Education	3.3	75.0	0.6	5.4	1.5	0.2	1.9	0.5	2.7	#	1.8	7.3
Engineering	13.3	0.5	66.1	0.6	0.6	#	#	#	1.0	0.9	11.1	6.0
Health	5.4	11.2	#	71.8	1.5	#	1.1	#	0.8	2.4	0.3	5.5
Other technical/professional	11.6	16.2	2.2	15.1	1.9	2.9	0.2	#	8.3	0.6	2.9	38.1
Social/behavioral sciences	6.9	22.4	0.1	7.1	10.5	7.6	10.8	3.6	4.1	0.6	2.2	24.2
Humanities	8.0	25.8	0.8	5.0	2.7	1.7	1.2	1.1	35.8	0.1	1.3	16.6
Life sciences	2.1	9.8	1.7	49.8	0.3	1.6	1.7	#	0.9	16.6	3.6	11.8
Physical sciences	3.3	7.4	17.2	22.3	#	#	#	#	1.8	2.9	38.7	6.6
Mathematics	0.8	24.2	2.6	6.0	#	2.9	1.0	#	6.5	#	56.1	#
Computer/information science	23.8	2.4	10.7	4.2	#	#	1.1	#	4.2	#	52.1	1.4
Vocational/technical	10.1	14.8	6.7	#	35.8	3.2	#	#	1.1	2.9	3.6	21.7

See notes at end of table.

Table IV.5. Among the 1999–2000 bachelor's degree recipients enrolled in graduate school since receiving their bachelor's degree, percentage distribution according to graduate field of study, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Graduate field of study											
	Business and management	Education	Engineering	Health professions	Public affairs/social services	Social sciences	Psychology	History	Humanities	Biological sciences	Mathematics and physical sciences	Other
Cumulative undergraduate GPA												
Less than 2.00	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
2.00–2.49	20.8	20.7	2.4	12.2	2.5	1.1	3.0	#	8.6	1.1	8.6	19.0
2.50–2.99	20.0	21.0	4.4	12.9	6.7	2.9	2.9	0.3	8.7	1.6	6.0	12.7
3.00–3.49	13.9	21.1	4.5	17.2	4.7	1.8	2.7	1.3	6.1	2.7	6.3	17.7
3.50 or higher	13.0	17.6	6.4	16.4	4.2	3.9	3.9	1.4	10.9	2.3	4.7	15.4
Degree-granting institution type												
Public	13.7	21.2	5.1	16.1	5.3	3.0	3.4	0.9	7.0	2.3	6.3	15.8
Nondoctorate-granting	12.7	34.0	2.5	13.8	5.3	3.2	3.0	1.7	7.7	1.9	4.4	10.0
Doctorate-granting	14.1	16.7	6.0	16.9	5.3	2.9	3.5	0.7	6.8	2.4	7.0	17.9
Private not-for-profit	15.5	17.9	4.8	16.5	3.5	2.7	2.9	1.3	11.7	2.3	4.4	16.5
Nondoctorate-granting	19.9	23.8	3.3	14.7	4.0	1.9	3.0	1.1	10.8	1.6	3.5	12.5
Doctorate-granting	10.6	11.4	6.6	18.6	2.9	3.6	2.8	1.5	12.7	3.1	5.4	21.0
Private for-profit	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Time between postsecondary entry and degree completion												
48 months or less	10.6	17.9	5.4	18.3	4.1	3.4	3.5	0.9	8.9	3.1	3.9	20.2
49–60 months	15.6	20.7	6.0	13.6	4.5	1.5	2.6	0.6	10.8	2.9	6.3	15.1
61–72 months	17.5	27.1	5.4	15.4	4.5	2.4	1.4	#	5.7	0.7	9.3	10.6
More than 72 months	20.0	20.1	3.5	13.4	6.5	3.3	3.1	1.7	7.8	1.1	7.7	11.8
Total undergraduate debt												
Did not borrow	14.9	16.9	6.7	16.8	3.7	3.1	3.5	0.9	10.0	2.6	5.5	15.5
$5,000 or less	19.6	17.4	6.5	14.3	4.9	1.1	2.0	2.6	13.5	1.0	5.0	12.1
$5,001–10,000	13.6	23.9	3.1	15.6	4.4	5.2	1.1	2.3	7.8	2.5	6.2	14.3
$10,001–20,000	14.6	22.8	3.1	15.6	4.8	1.7	4.2	0.8	6.0	2.4	5.8	18.2
$20,001–30,000	18.6	18.5	2.8	12.9	7.0	5.4	1.5	0.4	6.4	2.4	6.8	17.4
More than $30,000	6.5	19.0	8.9	22.4	9.1	2.2	3.4	0.4	7.2	2.5	4.1	14.5

See notes at end of table.

Table IV.5. Among the 1999–2000 bachelor's degree recipients enrolled in graduate school since receiving their bachelor's degree, percentage distribution according to graduate field of study, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Graduate field of study											
	Business and management	Education	Engineering	Health professions	Public affairs/social services	Social sciences	Psychology	History	Humanities	Biological sciences	Mathematics and physical sciences	Other
Current employment status												
Working full time	22.4	26.7	5.8	10.0	5.3	2.2	2.1	1.0	5.8	1.8	7.4	9.6
Working part time	6.6	13.5	6.2	19.0	4.3	4.5	3.9	1.8	14.6	2.4	3.7	19.6
Unemployed/laid off	13.7	16.5	1.6	12.2	4.9	0.8	5.4	0.8	11.3	1.1	7.8	23.9
Out of the labor force	3.2	6.1	2.3	35.2	3.5	3.8	4.9	0.3	7.2	3.7	1.5	28.3

#Rounds to zero.

‡Reporting standards not met.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Table IV.6. Percentage distribution of 1999–2000 bachelor's degree recipients according to graduate school path location, by selected student and institution characteristics: 2001

Student and institution characteristics	Graduate school path location				
	Enrolled in graduate school	Accepted but not yet enrolled in graduate school	Applied to graduate school	Plans graduate school in the future	No plans for graduate school
Total	27.1	0.9	5.5	49.9	16.7
Gender					
Male	25.8	0.8	4.4	50.7	18.3
Female	28.0	0.9	6.4	49.3	15.5
Race/ethnicity					
White, non-Hispanic	25.7	0.9	4.4	49.8	19.2
Black/African American, non-Hispanic	32.3	1.0	13.7	46.8	6.2
Hispanic or Latino	30.8	1.1	7.0	50.6	10.5
Asian	29.8	1.1	5.4	50.7	13.0
American Indian/Alaska Native	29.5	#	7.3	55.8	7.4
Native Hawaiian/Pacific Islander	20.3	#	8.7	59.4	11.6
Other race[1]	32.3	0.5	3.6	52.4	11.3
More than one race	30.6	#	7.2	52.3	9.9
Disability status					
Does not have a disability	28.5	1.0	5.7	48.5	16.3
Has a disability	28.2	1.3	8.0	45.6	16.9
Parents' educational attainment					
Less than high school	26.9	1.3	6.6	49.4	15.8
High school or equivalency	22.4	0.6	5.9	51.9	19.3
Some postsecondary education	26.6	1.2	6.5	49.0	16.7
Bachelor's degree	28.4	1.2	5.0	47.6	17.8
Master's degree or equivalent	31.9	0.7	6.0	49.4	12.0
Doctoral/professional degree	33.3	1.1	4.4	50.6	10.7
Age at bachelor's completion					
22 or younger	29.8	1.0	5.1	51.1	13.1
23–24	21.6	0.8	5.8	52.2	19.6
25–29	24.2	0.6	5.2	50.2	19.8
30–39	25.8	0.6	5.9	49.5	18.1
40 or older	30.9	1.1	7.5	34.9	25.6
Current marital status					
Single, never married	28.0	1.0	5.6	51.2	14.3
Married	23.9	0.6	5.3	48.1	22.1
Separated	28.7	1.8	10.6	53.3	5.6
Divorced	35.8	1.3	5.2	42.0	15.9
Widowed	‡	‡	‡	‡	‡

See notes at end of table.

Table IV.6. Percentage distribution of 1999–2000 bachelor's degree recipients according to graduate school path location, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Graduate school path location				
	Enrolled in graduate school	Accepted but not yet enrolled in graduate school	Applied to graduate school	Plans graduate school in the future	No plans for graduate school
Undergraduate major					
Business/management	20.0	0.3	4.7	50.9	24.3
Education	21.8	1.1	6.6	60.6	10.0
Engineering	24.6	0.5	4.4	50.8	19.8
Health	30.1	0.9	4.1	47.3	17.6
Other technical/professional	18.5	1.2	5.2	48.9	26.3
Social/behavioral sciences	33.8	1.0	6.2	49.6	9.4
Humanities	27.8	1.3	6.7	48.5	15.8
Life sciences	43.4	1.5	6.5	40.0	8.7
Physical sciences	43.8	#	8.5	38.6	9.2
Mathematics	40.9	0.6	4.6	41.3	12.7
Computer/information science	19.9	0.7	2.2	53.1	24.2
Vocational/technical	25.0	0.7	4.2	54.5	15.7
Cumulative undergraduate GPA					
Less than 2.00	22.5	1.1	20.9	40.6	14.9
2.00–2.49	16.6	0.7	6.7	51.1	24.9
2.50–2.99	21.1	0.6	5.6	54.6	18.1
3.00–3.49	27.6	0.8	5.9	50.0	15.7
3.50 or higher	35.4	1.2	4.3	44.8	14.2
Degree-granting institution type					
Public	26.4	0.9	5.5	49.8	17.4
Nondoctorate-granting	23.6	0.8	6.8	50.4	18.4
Doctorate-granting	27.6	0.9	5.0	49.6	17.0
Private not-for-profit	28.4	0.9	5.6	50.2	15.0
Nondoctorate-granting	25.7	1.0	6.2	50.5	16.7
Doctorate-granting	32.1	0.7	4.8	49.8	12.7
Private for-profit	28.3	#	5.0	44.1	22.6
Time between postsecondary entry and degree completion					
48 months or less	32.0	1.2	5.1	49.4	12.3
49–60 months	23.8	0.8	4.8	53.1	17.6
61–72 months	19.2	0.8	6.6	51.8	21.7
More than 72 months	26.2	0.7	6.2	48.2	18.8
Total undergraduate debt					
Did not borrow	31.0	0.9	4.2	46.4	17.5
$5,000 or less	23.9	1.2	7.0	51.6	16.4
$5,001–10,000	23.5	0.7	6.7	52.9	16.3
$10,001–20,000	25.9	0.8	6.6	51.3	15.5
$20,001–30,000	24.6	1.2	5.4	54.7	14.1
More than $30,000	25.8	1.0	5.2	50.8	17.2

See notes at end of table.

Table IV.6. Percentage distribution of 1999–2000 bachelor's degree recipients according to graduate school path location, by selected student and institution characteristics: 2001—Continued

Student and institution characteristics	Graduate school path location				
	Enrolled in graduate school	Accepted but not yet enrolled in graduate school	Applied to graduate school	Plans graduate school in the future	No plans for graduate school
Current employment status					
Working full time	19.0	0.9	5.3	56.1	18.8
Working part time	58.0	0.9	5.3	27.2	8.6
Unemployed/laid off	34.3	0.9	7.2	46.0	11.6
Out of the labor force	61.7	0.9	7.2	19.9	10.2

#Rounds to zero.

‡Reporting standards not met.

[1]Respondents identified themselves as belonging to another race. See the glossary for details.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Appendix A—Glossary

This glossary describes the variables used in this report. The items were taken directly from the NCES B&B:2000/01 Data Analysis System (DAS), an NCES software application that generates tables from the B&B:2000/01 data. (See appendix B for a description of the DAS.) In the index below, the variables are organized by general topic and, within topic, listed in the order they appear in the report. The glossary is in alphabetical order by variable label (displayed in capital letters to the right of the name).

Glossary Index

Student Characteristics

Gender ..... GENDER
Race/ethnicity RACE2
Citizenship status ..... CCCITZN
Speaks non-English language ..... FRGNLANG
Parents' educational attainment ..... NPARED
Age at postsecondary entry ..... AGEPSE
Age received bachelor's degree ..... AGE
Combined SAT scores ..... TESATDER
Marital status ..... CCMAR
Number of children ..... CCDEPS
Home, own or pay rent ..... CCHOME
Type of housing arrangement ..... CCHSTYP
Region of current residence ..... REGION
Distance from high school to current residence ..... CCZIPDST

Undergraduate Education

Same state as bachelor's institution ..... SMSTATE
Undergraduate major BMAJORS3
Cumulative undergraduate GPA GPA2
GPA in undergraduate major ..... GPAMAJ
First institution type I1SECT9
Total months stopped out ..... STOPTOT
Number of institutions attended ..... CBNUMSCH
Prior attainment ..... HIOTHDEG
Degree-granting institution type BSECTOR9
Time between high school graduation and postsecondary entry ..... HS_PSE
Time between high school graduation and degree completion ..... HS_BA
Time between postsecondary entry and degree completion ..... PSE_BA
Amount of all undergraduate loans ..... CBUGLN
Undergraduate debt still owed among borrowers ..... CBFEDUGO

Employment

Military status ..... MILIT
Current employment status ..... EMPOLF
Current occupation ..... OCCD
Annual salary ..... CEANNERN
Months since last worked for pay ..... MOSNOEMP
Unemployment received since last worked ..... CEUNEMPL
Start of career in occupation or industry ..... CECURL
Job related to undergraduate major ..... CERELMAJ
Reason current job not start of career ..... CECURJOB
Any occupational license CFLICE1
Any professional certification CFCRTF1
Any community service ..... COMMSERV
Tutoring/education-related with kids ..... COMMTUTR
Other volunteering with kids ..... COMMOKID
Church-related volunteering ..... COMMCHUR
Health care/hospital volunteering ..... COMMHLTH

Postbaccalaureate Enrollment

Current enrollment status ..... ENRCUR
Highest degree program after bachelor's degree ..... HIDEGC
Graduate field of study MJCAT1
Graduate school path location ..... GRDPIP

DAS variable name

Age received bachelor's degree **AGE**

Indicates student's age on December 31, 1999. Students who are 24 years old on or before this date are considered independent for financial aid purposes in the 1999–2000 academic year.

22 or younger
23–24
25–29
30–39
40 or older

Age at postsecondary entry **AGEPSE**

Age when first enrolled in postsecondary education.

18 or younger
19–20
21–24
25 or older

Undergraduate major **BMAJORS3**

Major field of study for the bachelor's degree.

Business/management
Education
Engineering
Health
Vocational/technical
Other technical/professional
Social/behavioral sciences
Humanities
Life sciences
Physical sciences
Mathematics
Computer/information science

Degree-granting institution type **BSECTOR9**

Indicates the sector (level and control) of the institution where the student received the 1999–2000 bachelor's degree, including whether the institution was doctorate-granting or not.

Public nondoctorate-granting
Public doctorate-granting
Private not-for-profit nondoctorate-granting
Private not-for-profit doctorate-granting
Private for-profit

DAS variable name

Undergraduate debt still owed among borrowers **CBFEDUGO**

Response to the question "Of the amount you borrowed in education loans for your undergraduate education (not including any money borrowed from family or friends), how much do you still owe?"

Number of institutions attended **CBNUMSCH**

Total number of postsecondary institutions attended for undergraduate study until completion of the bachelor's degree in the 1999–2000 school year.

One
Two
Three
Four or more

Amount of all undergraduate loans **CBUGLN**

Response to the question "Other than any money you may have borrowed from family or friends, how much did you borrow in education loans for your undergraduate education?"

Citizenship status **CCCITZN**

Response to the question "Are you a U.S. citizen?"

Citizen	U.S. citizen or U.S. national
Resident alien/student visa	Includes permanent residents, other eligible noncitizen temporary residents, and those in the country on an F1, F2, J1, or J2 visa

Number of children **CCDEPS**

Response to the question "How many children do you or your spouse support financially?"

None
One
Two
Three or more

Home, own or pay rent **CCHOME**

Response to the question "Do you own your home or are you paying rent?"

Owns home
Pays rent
Neither

DAS variable name

Type of housing arrangement **CCHSTYP**

Response to the question "What type of housing arrangement do you have?" The percentage of all respondents who indicated they were living with their parents or relatives is used in this report.

Living with parents/relatives
Other

Marital status **CCMAR**

Response to the question "Are you currently single (never married), married, separated, divorced, or widowed?"

Single, never married
Married
Separated
Divorced
Widowed

Distance from high school to current residence **CCZIPDST**

Distance between zip code of residence during high school and zip code of current (2001) residence. The two zip codes were looked up in a database containing the latitude and longitude of their center points. Those latitudes and longitudes were input into a formula to produce the distance in miles between the two center points.

Less than 50 miles
50–199 miles
200–499 miles
500 miles or more

Annual salary **CEANNERN**

Current annual income based on annual salary or rate of pay reported in the 2001 interview.

Reason current job not start of career **CECURJOB**

Response to the question "Since it isn't the start of your career, how would you describe your current job?" Respondents could give one response.

Working while deciding future plans
Just paying the bills
Continuing in the job already held
Continuing in career already in
Working to prepare for graduate school
Doing what want to do
Exploring career options
Is the only job available
Other

DAS variable name

Start of career in occupation or industry **CECURL**

Response to the question "Would you consider your current job to be the start of your career in this occupation or industry?"

Job is start of career
Job is not start of career

Job related to undergraduate major **CERELMAJ**

Response to the question "Would you say your current job is closely related, somewhat related, or not related to your undergraduate major?"

Not at all related
Somewhat related
Closely related

Unemployment received since last worked **CEUNEMPL**

Response to the question "Have you received unemployment compensation at any time since you last worked for pay?" This analysis looks at respondents who said they have.

Any professional certification **CFCRTF1**

Response to the question "Do you hold professional certification in an occupational area? By professional certification, I mean certification that allows you to qualify or advance in an occupational area, but is not required by law before you can actually begin work." This analysis looks at respondents who said they do.

Any occupational license **CFLICE1**

Response to the question "Do you hold an occupational license that is required by the federal, state, or local government before you may practice in a profession?" This analysis looks at respondents who said they do.

Church-related volunteering **COMMCHUR**

Indicates whether respondents volunteered in service to a church in the past year as of the 2001 interview. This analysis looks at respondents who did so.

Health care/hospital volunteering **COMMHLTH**

Indicates whether respondents volunteered in health service, a hospital, or a nursing home in the past year as of the 2001 interview. This analysis looks at respondents who did so.

DAS variable name

Other volunteering with kids **COMMOKID**

Indicates whether respondents did other (noneducation-related) volunteer work with kids (such as coaching) in the past year as of the 2001 interview. This analysis looks at respondents who did so.

Any community service **COMMSERV**

Response to the question "In the past year, have you participated in any community service or volunteer work? Please exclude any court-ordered service you may have done." This analysis looks at respondents who said they have participated in such work.

Tutoring/education-related with kids **COMMTUTR**

Indicates whether respondents volunteered at tutoring or another education activity with kids in the past year as of the 2001 interview. This analysis looks at respondents who did so.

Current employment status **EMPOLF**

Current employment status as of the B&B interview, with unemployment (not working, but looking for work) and out of labor force (not working, not looking for work) status provided. This variable was created based on respondents' answers to two items. The first item asked them whether they were (1) working full time; (2) working part time; (3) laid off or waiting to report to work; (4) not working; (5) a homemaker; or (6) disabled. Those who reported that they were "not working" were asked whether they were looking for a job. Based on responses to these questions, the following categories were constructed:

Working full time	Working full time
Working part time	Working part time
Unemployed	Not working, but looking for work
Laid off	Laid off or waiting to report to work
Out of the labor force	Not working and not looking for work; homemaker; or disabled

These categories were constructed to approximate definitions used by the Bureau of Labor Statistics (BLS) as closely as possible. A few differences from the BLS definitions remain. Since those who indicated they were homemakers or disabled were not asked if they were looking for work, some may be miscategorized who would actually be considered unemployed by the BLS. Also, unpaid family workers, who are considered employed by the BLS, were not distinguished in this data set. Finally, the item used to determine whether respondents were looking for work did not specify the particular activities that the BLS requires for a person to be considered looking for work. For more information about the BLS definitions of these concepts, visit http://stats.bls.gov/cps/cps_htgm.htm. Using these categories, this report shows the distribution across all five categories. It also shows the "unemployment rate" as defined by the following calculation: Unemployment rate = (Unemployed + Laid off) / (Working full time + Working part time + Unemployed + Laid off).

DAS variable name

Current enrollment status **ENRCUR**

Current degree or certificate program enrollment status as of the B&B interview.

Not currently enrolled
Enrolled part time
Enrolled full time

Speaks non-English language **FRGNLANG**

Response to the question "Are you fluent in any foreign languages?"

Yes
No

Gender **GENDER**

Student's gender.

Male
Female

Cumulative undergraduate GPA **GPA2**

Student grade-point average (GPA) in 1999–2000 on a 4.0 scale.

Less than 2.00
2.00–2.49
2.50–2.99
3.00–3.49
3.50 or higher

GPA in undergraduate major **GPAMAJ**

Grade-point average in undergraduate major on a 4.0 scale.

Less than 2.00
2.00–2.49
2.50–2.99
3.00–3.49
3.50 or higher

DAS variable name

Graduate school path location **GRDPIP**

Indicates what steps the respondent has completed on the path to graduate school after earning the 1999–2000 bachelor's degree as of the B&B interview.

Enrolled in graduate school
Accepted, not yet enrolled
Applied for graduate school
Plans graduate school in future
No plans to attend graduate school

Highest degree program after bachelor's degree **HIDEGC**

Indicates the highest degree, if any, the respondent has attempted since completing the 1999–2000 bachelor's degree.

Graduate/advanced degree program
Bachelor's
Associate's
Certificate

Prior attainment **HIOTHDEG**

Indicates the highest degree the respondent had completed prior to completing the 1999–2000 bachelor's degree.

No prior attainment
Certificate
Associate's degree
Bachelor's degree or higher

Time between high school graduation and degree completion **HS_BA**

Indicates the time between high school graduation and the date of bachelor's degree completion (in months). This variable was calculated only for those respondents who did not have a prior bachelor's degree. Only the year of high school graduation was available, so a high school completion month of June was assigned.

Within 4 years	48 months or less
4–5 years	49–60 months
5–6 years	61–72 months
6–10 years	73–120 months
More than 10 years	More than 120 months

DAS variable name

Time between high school graduation and postsecondary entry **HS_PSE**

Indicates the time between high school graduation and first entry into postsecondary education (in months). This variable was calculated only for those respondents who did not have a prior bachelor's degree. Only the year of high school graduation was available, so a high school completion month of June was assigned.

Less than 1 year	Less than 12 months
1–2 years	12–23 months
2–5 years	24–59 months
5 years or more	60 months or more

First institution type **I1SECT9**

Sector of the first postsecondary institution attended.

Public 2-year	
Public 4-year nondoctorate-granting	
Public doctorate-granting	
Private not-for-profit 4-year nondoctorate-granting	
Private not-for-profit doctorate-granting	
Private for-profit	Includes less-than-2-year, 2-year, and 4-year private for-profit institutions
Other	Includes public less-than-2-year and private not-for-profit less-than-4-year institutions

Military status **MILIT**

Indicates the respondent's status with respect to military service as of the B&B interview.

Veteran
Active duty/reserves
No military service

DAS variable name

Graduate field of study **MJCAT1**

Describes the major field of study for the first postbaccalaureate degree or certificate program enrolled in since completing the 1999–2000 bachelor's degree, if any, using collapsed categories.

Business and management
Education
Engineering
Health professions
Public affairs/social services
Biological sciences
Mathematics and physical science
Social sciences
History
Humanities
Psychology
Other

Months since last worked for pay **MOSNOEMP**

Number of months since last worked for pay, as of B&B interview. This analysis looks at the average number of months.

Parents' educational attainment **NPARED**

The highest level of education of either parent.

Less than high school
High school or equivalency
Some postsecondary education
Bachelor's degree
Master's degree or equivalent
Doctoral/professional degree

Current occupation **OCCD**

Respondent's current occupation.

Educators
Business and management
Engineering/architecture
Computer science
Medical professionals
Editors/writers/performers
Human/protective service professionals
Research, scientists, technical
Administrative, clerical, legal
Mechanics, laborers
Service industries
Other

DAS variable name

Time between postsecondary entry and degree completion **PSE_BA**

Indicates the time between first entry into postsecondary education and bachelor's degree completion (in months). This variable was calculated only for those respondents who did not have a prior bachelor's degree.

Within 4 years	48 months or less
4–5 years	49–60 months
5–6 years	61–72 months
6–10 years	73–120 months
More than 10 years	More than 120 months

Race/ethnicity **RACE2**

Student's race/ethnicity, including Hispanic/Latino and those indicating more than one race. Respondents were asked two questions. One question asked respondents to identify whether they were of Hispanic or Latino origin or not. The other question asked them to identify their race, with multiple responses permitted and categories of White; Black or African American; Asian; Native Hawaiian or other Pacific Islander; American Indian or Alaska Native; or Other, specify. Thus, race is defined based on respondents' self-reports according to these categories. These questions were combined, with all respondents indicating Hispanic or Latino origin grouped together regardless of race. Then, those who selected more than one category for race were grouped together. Remaining respondents were placed in the race category they selected. The resulting categories are as follows:

White, non-Hispanic
Black/African American, non-Hispanic
Hispanic or Latino
Asian
Native Hawaiian/Pacific Islander
American Indian/Alaska Native
Other race
More than one race

Region of current residence **REGION**

Indicates region of respondents' current residence as of the B&B interview. The resulting regions are as follows:

Northeast	Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont
Midwest	Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin
South	Alabama, Arizona, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, New Mexico, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia

DAS variable name

Region of current residence—continued **REGION**

West	Alaska, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming
Outlying areas	Armed Forces Africa, Armed Forces Pacific, Marshall Islands, Puerto Rico, Virgin Islands

Same state as bachelor's institution **SMSTATE**

Indicates whether the respondent lives in same state where baccalaureate institution is located.

Do not live in same state as baccalaureate institution
Live in same state as baccalaureate institution

Total months stopped out **STOPTOT**

Examining start and end dates for all postsecondary enrollment spells prior to bachelor's degree receipt, nonenrolled spells of at least 4 months' duration were identified. The total duration of all such nonenrolled spells of 4 months or more was then calculated. This variable differs from the variable of the same name calculated for the 1992–93 Baccalaureate and Beyond Longitudinal Study. In the previous study, only nonenrolled spells between institutions were included; in this study, nonenrolled spells in which the respondent eventually returned to the same institution are also included.

No stopouts lasting 4 months or more
4–5 months
6–11 months
12–23 months
24–35 months
36 months or more

Combined SAT scores **TESATDER**

SAT combined score from the base year (1999–2000) data, derived as either the sum of SAT verbal and math scores or the ACT composite score converted to an estimated SAT combined score using a concordance table. Constructed from agency-reported or institution-reported SAT or ACT scores in the following order of precedence: 1) Agency-reported (ETS) SAT verbal and math scores; 2) Agency-reported (ACT) ACT composite scores; 3) Institution-reported (CADE) SAT verbal and math scores; 4) Institution-reported (CADE) ACT composite scores. All SAT scores are provided in re-centered scale.

No exam taken or no score reported
Below 1000
1000–1200
Above 1200

Appendix B—Technical Notes and Methodology

The 2001 Baccalaureate and Beyond Longitudinal Study

The estimates and statistics reported in the tables and figures of this report are based on data from the 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01), a spring 2001 follow-up of bachelor's degree recipients from the 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000), conducted by the U.S. Department of Education's National Center for Education Statistics. NPSAS:2000 is based on a nationally representative sample of all students in postsecondary education institutions, including undergraduate, graduate, and first-professional students. For NPSAS:2000, information was obtained from more than 900 postsecondary institutions on approximately 50,000 undergraduate, 9,000 graduate, and 3,000 first-professional students. They represented nearly 17 million undergraduates, 2.4 million graduate students, and 300,000 first-professional students who were enrolled at some time between July 1, 1999 and June 30, 2000. For B&B:2000/01, those members of the NPSAS:2000 sample who completed a bachelor's degree between July 1, 1999 and June 30, 2000 were identified and contacted for a follow-up interview. The estimates in this report are based on the results of surveys with approximately 10,000 bachelor's degree recipients, representing about 1.3 million bachelor's degree completers from 1992–93.[12] The weighted overall response rate for the B&B:2000/01 interview was 74 percent, reflecting an institution response rate of 90 percent and a student response rate of 82 percent. (Because the B&B:2000/01 study includes a subsample of NPSAS:2000 nonrespondents, the overall study response rate is the product of the NPSAS:2000 institution-level response rate and the B&B:2000/01 student-level response rate.)

The B&B:2000/01 data provide a profile of the 1999–2000 cohort of college graduates, including degree recipients who have been enrolled sporadically over time as well as those who went to college right after completing high school. The data set contains comprehensive data on enrollment, attendance, and student demographic characteristics and provides a unique opportunity to understand the immediate transitions of college graduates into work, graduate school, or other endeavors.

[12]For more information on the B&B survey, consult U.S. Department of Education, National Center for Education Statistics, *Methodology Report for the 2001 Baccalaureate and Beyond Longitudinal Study* (NCES 2003–156) (Washington, DC: 2003).

Accuracy of Estimates

The statistics in this report are estimates derived from a sample. Two broad categories of error occur in such estimates: sampling and nonsampling errors. Sampling errors occur because observations are made only on samples of students, not entire populations. Nonsampling errors occur not only in sample surveys but also in complete censuses of entire populations. Nonsampling errors can be attributed to a number of sources: inability to obtain complete information about all students in all institutions in the sample (some students or institutions refused to participate, or students participated but answered only certain items); ambiguous definitions; differences in interpreting questions; inability or unwillingness to give correct information; mistakes in recording or coding data; and other errors of collecting, processing, sampling, and imputing missing data.

Weighted item response rates were calculated for all variables used in this report. The weighted item response rate was calculated by dividing the weighted number of valid responses by the weighted population for which the item was applicable. Overall, most of the items had very high response rates. Items with weighted item response rates below 90 percent are shown in table B1. Three variables had weighted item response rates below 85 percent. In two of these cases (the reason the respondent did not consider the current job the start of a career

Table B1. Lowest weighted item response rates for variables used in this report: 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01)

		Item response rate	
Variable name	Variable label	Incomplete interviews assumed applicable	Incomplete interviews excluded
Variables with response rates between 85 percent and 90 percent:			
CBFEDUGO	Undergraduate debt still owed among borrowers	86.5	90.8
CCZIPDST	Distance from high school to current residence	85.7	92.4
NPARED	Parents' educational attainment	89.5	89.5
Variables with response rates lower than 85 percent:			
CECURJOB	Reason current job not start of career	81.8	97.5
CEUNEMPL	Unemployment received since last worked	69.9	98.7
GPAMAJ	GPA in undergraduate major	76.3	80.9

NOTE: Weighted item response rates were calculated by dividing the total weighted number of valid responses by the weighted total population for whom the question was applicable. Bias analyses were conducted for variables with a weighted item response rate below 85 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

[CECURJOB] and whether the respondent had received unemployment compensation since last working [CEUNEMPL]), the low weighted response rate is due largely to the fact that the variables were applicable to a small proportion of the sample. That is, because applicability could not be determined for respondents with incomplete interviews, those respondents are considered to have indeterminate responses. Incomplete interviews thus make up a relatively high proportion of the indeterminate responses for those items. However, it is highly likely that the majority of incomplete interviews would have been excluded from the item had their information been gathered. When incomplete interviews are excluded from the calculation of the item response rates, the response rates for CECURJOB and CEUNEMPL are 97.5 and 98.7 percent, respectively.

For the remaining variable (grade-point average in undergraduate major [GPAMAJ]), an analysis of item nonrespondents was conducted. Item respondents were compared to item nonrespondents on the following variables: percent female (GENDER); percent White, percent Black, percent Hispanic, and percent Asian (RACE2); percent enrolled full time, part time, or not enrolled as of 2001 (ENRCUR); percent working full time, part time, or out of the labor force as of 2001 (EMPOLF); percent majoring in various fields (BMAJORS3); and cumulative GPA (GPA2). The results suggest that, compared with those who responded to the item GPAMAJ, nonrespondents were less likely to be White and more likely to be Hispanic; were less likely to be enrolled full time in school in 2001 and more likely to be not enrolled; were less likely to be employed part time in 2001; were less likely to have majored in physical sciences or vocational fields and more likely to have majored in another unspecified major; and had lower overall GPAs. Therefore, nonrespondents to the item GPAMAJ are likely to have had lower major GPAs as well. This bias is likely to have depressed any relationships between GPAMAJ and other variables; that is, the relationships between GPAMAJ and other variables discussed in this report are likely to be underestimated.

Data Analysis System

The estimates presented in this report were produced using the B&B:2000/01 Data Analysis System (DAS). The DAS software makes it possible for users to specify and generate their own tables. With the DAS, users can replicate or expand upon the tables presented in this report. In addition to the table estimates, the DAS calculates proper standard errors[13] and weighted sample

[13]The B&B:2000/01 sample is not a simple random sample, and therefore, simple random sample techniques for estimating sampling error cannot be applied to these data. The DAS takes into account the complexity of the sampling procedures and calculates standard errors appropriate for such samples. The method for computing sampling errors used by the DAS involves approximating the estimator by the linear terms of a Taylor series expansion. The procedure is typically referred to as the Taylor series method.

sizes for these estimates. For example, table B2 contains standard errors that correspond to table 13 of this report, generated by the DAS. If the number of valid cases is too small to produce a reliable estimate (less than 30 cases), the DAS prints the message "low n" instead of the estimate.

In addition to tables, the DAS will also produce a correlation matrix of selected variables to be used for linear regression models. Included in the output with the correlation matrix are the design effects (DEFTs) for each variable in the matrix. Since statistical procedures generally compute regression coefficients based on simple random sample assumptions, the standard errors must be adjusted with the design effects to take into account the stratified sampling method used in the B&B survey.

For more information about the B&B:2000/01 and other Data Analysis Systems, consult the NCES DAS web site (*www.nces.ed.gov/das*) or contact:

Aurora D'Amico
National Center for Education Statistics
1990 K Street NW
Room 8115
Washington, DC 20006
(202) 502-7334
E-mail address: Aurora.D'Amico@ed.gov

Statistical Procedures

Two types of statistical procedures were used in this report: testing differences between means (or proportions) and testing linear trends. Each procedure is described below.

Differences Between Means

The descriptive comparisons were tested in this report using Student's *t* statistic. Differences between estimates are tested against the probability of a Type I error,[14] or significance level. The significance levels were determined by calculating the Student's *t* values for the differences between each pair of means or proportions and comparing these with published tables of significance levels for two-tailed hypothesis testing.

Student's *t* values may be computed to test the difference between estimates with the following formula:

[14] A Type I error occurs when one concludes that a difference observed in a sample reflects a true difference in the population from which the sample was drawn, when no such difference is present.

Table B2. Standard errors for table 13: Among 1999–2000 first-time bachelor's degree recipients with less than 6 months of stopout between institutions, average number of months between postsecondary entry and degree completion, by degree-granting institution type and student demographic, academic, and enrollment characteristics

Student characteristics	Total[1]	Degree-granting institution type	
		Public	Private not-for-profit
Total	0.45	0.58	0.65
Gender			
Male	0.56	0.56	1.25
Female	0.67	0.94	0.63
Race/ethnicity			
White, non-Hispanic	0.53	0.69	0.78
Black/African American, non-Hispanic	1.66	2.01	2.75
Hispanic or Latino	1.98	2.70	1.73
Asian	1.12	1.44	1.09
American Indian/Alaska Native	‡	‡	‡
Native Hawaiian/Pacific Islander	‡	‡	‡
Other race[2]	1.47	2.12	1.69
More than one race	3.14	2.08	3.31
Parents' educational attainment			
High school or less	1.41	1.67	2.23
Some postsecondary education	0.87	1.19	1.07
Bachelor's degree	0.76	0.83	1.58
Master's degree or equivalent	0.52	0.62	0.93
Doctoral/professional degree	0.57	0.71	0.48
Undergraduate major			
Business/management	1.55	1.76	2.98
Education	0.94	1.22	1.28
Engineering	1.22	1.55	0.72
Health	1.26	1.61	1.81
Vocational/technical	3.14	2.87	8.44
Other technical/professional	0.66	0.76	1.28
Social/behavioral sciences	0.89	1.37	0.66
Humanities	1.18	1.90	0.91
Life sciences	0.97	1.28	1.24
Physical sciences	1.93	2.94	1.01
Mathematics	1.68	2.57	1.01
Computer/information science	1.51	1.65	1.52
Time between high school graduation and postsecondary entry			
Less than 12 months	0.44	0.58	0.62
12–23 months	1.79	1.99	2.43
24–59 months	5.67	7.48	7.97
60 months or more	3.21	3.59	6.63

See notes at end of table.

Table B2. Standard errors for table 13: Among 1999–2000 first-time bachelor's degree recipients with less than 6 months of stopout between institutions, average number of months between postsecondary entry and degree completion, by degree-granting institution type and student demographic, academic, and enrollment characteristics—Continued

Student characteristics	Total[1]	Degree-granting institution type	
		Public	Private not-for-profit
Cumulative undergraduate GPA			
Less than 2.50	1.28	1.58	2.10
2.50–2.99	0.89	1.12	1.24
3.00–3.49	0.74	1.04	0.62
3.50 or higher	0.79	0.79	1.47
Combined SAT scores[3]			
No exam taken or no score reported	2.59	3.38	4.28
Below 1000	0.61	0.78	0.66
1000–1200	0.24	0.32	0.20
Above 1200	0.26	0.40	0.26
First institution type			
Public 2-year	1.63	1.85	3.06
Public 4-year nondoctorate-granting	1.17	1.14	10.71
Public doctorate-granting	0.62	0.62	4.23
Private not-for-profit 4-year nondoctorate-granting	1.06	7.02	0.87
Private not-for-profit doctorate-granting	0.71	7.32	0.37
Private for-profit	5.92	‡	‡
Other	‡	‡	‡
Degree-granting institution type			
Public			
Nondoctorate-granting	1.14	1.14	‡
Doctorate-granting	0.68	0.68	‡
Private not-for-profit			
Nondoctorate-granting	1.11	‡	1.11
Doctorate-granting	0.55	‡	0.55
Private for-profit	8.42	‡	‡
Number of institutions attended			
One	0.35	0.52	0.27
Two	0.92	1.14	1.60
Three	1.36	1.31	3.09
Four or more	7.05	9.40	7.74

‡Reporting standards not met.

[1]Included in the total but now shown separately are graduates of private for-profit institutions.

[2]Respondents identified themselves as belonging to another race. See the glossary for details.

[3]Derived from institution- or student-reported SAT or ACT scores, where available. See the glossary for details.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}} \quad (1)$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. This formula is valid only for independent estimates. When estimates are not independent, a covariance term must be added to the formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2 - 2(r)se_1\ se_2}} \quad (2)$$

where r is the correlation between the two estimates.[15] This formula is used when comparing two percentages from a distribution that adds to 100. If the comparison is between the mean of a subgroup and the mean of the total group, the following formula is used:

$$t = \frac{E_{sub} - E_{tot}}{\sqrt{se_{sub}^2 + se_{tot}^2 - 2p\,se_{sub}^2}} \quad (3)$$

where p is the proportion of the total group contained in the subgroup.[16] The estimates, standard errors, and correlations can all be obtained from the DAS.

There are hazards in reporting statistical tests for each comparison. First, comparisons based on large t statistics may appear to merit special attention. This can be misleading since the magnitude of the t statistic is related not only to the observed differences in means or percentages but also to the number of students in the specific categories used for comparison. Hence, a small difference compared across a large number of students would produce a large t statistic.

A second hazard in reporting statistical tests for each comparison occurs when making multiple comparisons among categories of an independent variable. For example, when making paired comparisons among different levels of income, the probability of a Type I error for these comparisons taken as a group is larger than the probability for a single comparison. When more than one difference between groups of related characteristics or "families" are tested for statistical significance, one must apply a standard that assures a level of significance for all of those comparisons taken together.

[15]U.S. Department of Education, National Center for Education Statistics, A Note from the Chief Statistician, no. 2, 1993.
[16]Ibid.

Comparisons were made in this report only when $p \leq .05/k$ for a particular pairwise comparison, where that comparison was one of k tests within a family. This procedure guarantees both that the individual comparison would have $p \leq .05$ and that for k comparisons within a family of possible comparisons, the significance level for all the comparisons will sum to $p \leq .05$.[17]

For example, in a comparison of males and females, only one comparison is possible (males versus females). In this family, $k=1$, and the comparison can be evaluated without adjusting the significance level. When students are divided into five age categories (18 or younger, 19–23, 24–29, 30–39 and 40 or older) and all possible comparisons are made, then $k=10$ and the significance level of each test must be $p \leq .05/10$, or $p \leq .005$. The formula for calculating family size (k) is as follows:

$$k = \frac{j(j-1)}{2} \tag{4}$$

where j is the number of categories for the variable being tested. In the case of age, there are five age groups, so substituting 5 for j in equation 4, results in the following family size.

$$k = \frac{5(5-1)}{2} = 10 \tag{5}$$

Linear Trends

While many descriptive comparisons in this report were tested using Student's t statistic, some comparisons among categories of an ordered variable with three or more levels involved a test for a linear trend across all categories, rather than a series of tests between pairs of categories. In this report, when differences among percentages were examined relative to a variable with ordered categories, Analysis of Variance (ANOVA) was used to test for a linear relationship between the two variables. To do this, ANOVA models included orthogonal linear contrasts corresponding to successive levels of the independent variable. The squares of the Taylorized standard errors (that is, standard errors that were calculated by the Taylor series method), the variance between the means, and the unweighted sample sizes were used to

[17]The standard that $p \leq .05/k$ for each comparison is more stringent than the criterion that the significance level of the comparisons should sum to $p \leq .05$. For tables showing the t statistic required to ensure that $p \leq .05/k$ for a particular family size and degrees of freedom, see Olive Jean Dunn, "Multiple Comparisons Among Means," *Journal of the American Statistical Association* 56 (1961): 52–64.

partition total sum of squares into within- and between-group sums of squares. These were used to create mean squares for the within- and between-group variance components and their corresponding F statistics, which were then compared with published values of F for a significance level of .05.[18] Significant values of both the overall F and the F associated with the linear contrast term were required as evidence of a linear relationship between the two variables. Means and Taylorized standard errors were calculated by the DAS. Unweighted sample sizes are not available from the DAS and were provided by NCES.

[18]More information about ANOVA and significance testing using the F statistic can be found in any standard textbook on statistical methods in the social and behavioral sciences.

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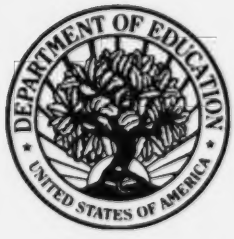

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